DOCUMENT RESUME

ED 162 926 SO 011 302

AUTHOR	Flowers, Emily
TITLE	Teaching and Learning Basic Social Studies Skills, Grades 7-12. Teacher and Pupil Resource Materials No. 311.
INSTITUTION	Cincinnati Public Schools, Ohio. Dept. of Curriculum and Instruction.
PUB DATE	78
NOTE	129p.; Not available in hard copy from EDRS due to various ink changes throughout document
AVAILABLE FROM	Cincinnati Public Schools, 230 East Ninth Street, Cincinnati, Ohio 45202 ($2.50 paper copy)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Basic Skills; Class Activities; Learning Activities; Library Skills; Locational Skills (Social Studies); Map Skills; Resource Materials; Secondary Education; *Skill Development; *Social Studies; Study Skills; Teacher Developed Materials; Tests; Writing Skills

ABSTRACT

This manual contains 56 teacher-developed activities which can be used in social studies courses to improve students' basic skills. The activities teach location and map skills, writing and study skills, time skills, and thinking skills. Students also learn how to use reference books and how to read and interpret charts and graphs. Each activity is self contained, includes concise background explanatory material for the student to read, and provides practice material. Students answer questions using a sample entry from a dictionary, outline parts of their social studies text, summarize the events of a television show in sequence, construct time lines, draw maps and make their own keys, and write essays about teenage problems. The manual also contains a section with ten basic suggestions to help social studies students improve their writing. Pre- and post-test questions for all activities are also included. (RM)

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TEACHING AND LEARNING BASIC SOCIAL STUDIES SKILLS

Grades 7-12

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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TEACHER AND PUPIL RESOURCE MATERIALS

No. 311

SO-011302

DEPARTMENT OF CURRICULUM AND INSTRUCTION

CINCINNATI PUBLIC SCHOOLS

1978

INTRODUCTION

In recent years social studies teachers in Cincinnati, along with parents, have expressed increasing concern that pupils are having difficulty with basic learning skills. In an attempt to more directly focus on the problem, a number of teachers worked with social studies consultants in the summer of 1977 and 1978 to identify minimum standards for social studies subjects, grades 7-12.

Part of the effort to identify minimum standards resulted in the development of teacher and pupil materials aimed at improving achievement in learning skills. In the manual which follows, teachers will find social studies skills identified along with practice exercises for pupils and an evaluation instrument. The skills and test items may be used at any grade 7-12.

This manual was written by Emily Flowers, a teacher at Campbell Junior High School, working with Dr. Dean Moore, Secondary Social Studies Supervisor, under the general direction of Ralph Shauck, Director of Instructional Services. Appreciation is extended to Dr. Daniel Roselle, Editor of Social Education, and the National Council for the Social Studies for permission to reprint "Ten Basic Suggestions to Social Studies Students for Improving Your Writing," from the February, 1977 publication.

TABLE OF CONTENTS

INTRODUCTION.. iii

PUPIL SECTION

PART I

LEARNING TO BE COMPETENT IN BASIC SOCIAL STUDIES SKILLS: A HOW-TO MANUAL FOR PUPILS.. vii

TEN BASIC SUGGESTIONS TO SOCIAL STUDIES STUDENTS FOR IMPROVING YOUR WRITING.. 99

TEACHER SECTION

PART II

EVALUATION ITEMS.. 107

TEST QUESTIONS (#1)... 109

TEST QUESTIONS (#2)... 116

PART I

LEARNING TO BE COMPETENT IN BASIC SOCIAL STUDIES SKILLS: A HOW-TO MANUAL FOR PUPILS

PART I

SOCIAL STUDIES BASIC SKILLS PUPIL PACKETS

		Test Questions Numbers
I.	How to Use a Dictionary	32,33, 46, 47
II.	How to Use an Encyclopedia	1, 2, 48
III.	How to Use a Telephone Book	24, 25
IV.	How to Use an Index	3, 4
V.	How to Use Principal Parts of a Textbook	34, 35, 50
VI.	How to Use Library Card Catalog	28, 29
VII.	How to Comprehend Social Studies Reading Materials	38
VIII.	How to Take Notes in Social Studies	39
IX.	How to Outline Social Studies Material	36
X.	How to Summarize	40
XI.	How to Prepare a Good Report	30
XII.	How to Make a Current Events Report	5
XIII.	How to Give an Oral Report	31
XIV.	How to Take Part in a Social Studies Discussion	37
XV.	How to Order in Sequence	41
XVI.	How to recognize Cause-Effect Relationships	42,43
XVII.	How to Distinguish Fact from Opinion	44, 45
XVIII.	How to Read Simple Graphs (Bar Graph)	16, 17
XIX.	How to Read a Line Graph	18
XX.	How to Read a Circle Graph	19
XXI.	How to Read a Picture Graph	20
XXII.	How to Read Charts and Tables	21
XXIII.	How to Read a Bus Schedule	22
XXIV.	How to Read a Time Line	23

		Test Questions Numbers
XXV.	How to Use an Atlas	6, 7, 8
XXVI.	How to Find Directions on a Map	9, 10
XXVII.	How to Use a Map Scale	11, 14, 15
XXVIII.	How to Read Picture Maps	12, 13
XXIX.	How to Locate Geographic Facts and Statistical Data	49
XXX.	How to Follow Directions on a Test	26
XXXI.	How to Follow Written Directions	27
XXXII.	How to Gather Facts from Field Trips	
XXXIII.	How to Interpret Map Symbols	
XXXIV.	How to Read a Road Map	59, 61
XXXV.	How to Explain a Rainfall Map	57
XXXVI.	How to Interpret a Weather Map	58, 62, 63
XXXVII.	How to Read Elevation Maps	56, 60
XXXVIII.	How to Interpret a Contour Elevation Map	52, 54
XXXIX.	How to Use Latitude and Longitude	64, 65
XL.	How to Make a Map	51, 53, 55
XLI.	How to Interpret a Road Mileage Chart	66
XLII.	How to Follow a Flow Chart	88
XLIII.	How to Interpret an Organizational Chart	77
XLIV.	How to Examine a Newspaper	82, 83, 100
XLV.	How to Understand Cartoons	80, 81
XLVI.	How to Interview People	78, 79
XLVII.	How to Identify Approximate Time Periods	71, 72, 73, 74
XLVIII.	How to Recognize Sequences of Events	84, 85, 86
XLIX.	How to Classify Facts	75, 76
L.	How to Evaluate Information	67, 68, 69, 70, 98

		Test Questions Numbers
LI.	How to Idemtify the Main Idea	87
LII.	How to Develop a Main Idea	97
LIII.	How to Improve Writing Skills	94, 95, 96
LIV.	How to Organize Information	89, 90
LV.	How to Prepare a Research Paper	91, 92, 93, 99
LVI.	How to Think Critically	

TOPICAL ORGANIZATION OF SKILL PACKETS

Location and Map Skills

XXVI. How to Find Directions on a Map
XXVII. How to Use a Map Scale
XXVIII. How to Read Picture Maps
XXXIII. How to Interpret Map Symbols
XXXIV. How to Read a Road Map
XXXV. How to Explain a Rainfall Map
XXXVI. How to Interpret a Weather Map
XXXVII. How to Read Elevation Maps
XXXVIII. How to Interpret a Contour Elevation Map
XXXIX. How to Use Latitude and Longitude
XL. How to Make a Map

Reference Books and Materials

I. How to Use a Dictionary
II. How to Use an Encyclopedia
III. How to Use a Telephone Book
V. How to Use Principal Parts of a Textbook
XXV. How to Use an Atlas
XXIX. How to Locate Geographic Facts and Statistical Data

Charts and Graphs

XVIII. How to Read Simple Graphs

XIX. How to Read a Line Graph

XX. How to Read a Circle Graph

XXI. How to Read a Picture Graph

XXII. How to Read Charts and Tables

XXIII. How to Read a Bus Schedule

XLI. How to Interpret a Road Mileage Chart

XLII. How to Follow a Flow Chart

XLIII. How to Interpret an Organizational Chart

Writing and Study Skills

IV. How to Use an Index

VI. How to Use the Library Card Catalog

VIII. How to Take Notes from your Reading

IX. How to Outline Social Studies Material

X. How to Summarize

XI. How to Prepare a Good Report

XII. How to Make a Current Events Report

XIII. How to Give an Oral Report

XXX. How to Follow Directions on a Test

XXXI. How to Follow Written Directions

XXXII. How to Gather Facts from Field Trips

XLIV. How to Examine a Newspaper

XLVI. How to Interview People

LII. How to Develop a Main Idea

LIII. How to Improve Writing Skills

LIV. How to Organize Information

XLV. How to Prepare a Research Paper

Time Skills

XXIV. How to Read a Time Line
XLVII. How to Identify Approximate Time Periods

Thinking Skills

XIV. How to Take Part in a Social Studies Discussion
XV. How to Order in Sequence
XVI. How to Recognize Cause-Effect Relationships
XVI. How to Distinguish Fact from Opinion
XLVIII. How to Recognize Sequences of Events
XLIX. How to Classify Facts
L. How to Evaluate Information
LI. How to Identify the Main Idea
LVI. How to Think Critically

I. How to Use a Dictionary

Explanation:

Each word listed in the dictionary is called an entry word. The entry words are listed alphabetically, and they are printed larger and darker than the other words. Guide words at the top of the column show you the first word and the last word on the page.

The pronunciation is given after the entry word. Diacritical (di ′a krit′ a kel) markings show how a word is pronounced. A pronunciation key interprets the markings.

From the entry you also learn: meaning of words; spelling; syllabication; snyonyms and antonyms; derivation (origin); inflections (related forms of the entry word, such as plurals for nouns or principal parts for verbs); parts of speech.

Pictures and diagrams are sometimes printed to help you understand the meaning. In addition to these common uses of the dictionary, many dictionaries contain mythological and biographical names; geographical information; foreign words and phrases; abbreviations.

Practice material: Below is a sample entry from a dictionary

bea - gle (bē gal), N. one of a breed of small hounds with short legs and drooping ears, used especially in hunting. [ME begle; orig. uncertain]

Using that entry, answer the following questions:

1. What is the entry word? __________
2. How many syllables does the entry word have? __________
3. Write the pronunciation. __________
4. How many definitions are listed? __________
5. How many parts of speech are given? __________
6. From what language does beagle come? __________
7. Each dictionary is different. Look up beagle in your own dictionary. Is there a picture given? __________

Practice Material:

1. Look up the word RUN
   - a) How many meanings does it have? __________
   - b) What word in the pronunciation key gives the sound for the u in run? __________
   - c) Write the principal parts of the verb form.

     __________ __________ __________

   - d) What word in paragraph 3 of Explanation includes principal parts of the verb form. __________

2. Look up the word BITE.

a) How many of its meanings are verbs? ____________
b) How many of its meanings are nouns? ____________
c) What letter is silent? ____________

Test questions: 32, 33, 46, 47

II. How to Use an Encyclopedia

Explanation:

There are various kinds of information books. Many questions that come up can be answered by using an encyclopedia, which contains information about people, places, and events.

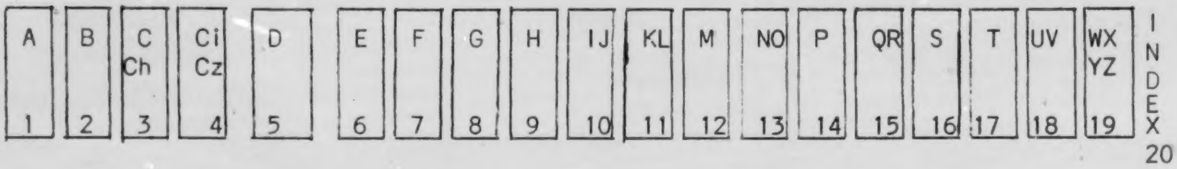
The encyclopedia is arranged in alphabetical order. People are listed in the encyclopedia with their last names first. The binding (back) of each volume has a letter (or letters with a dash between them). These letters show which alphabetical subjects are in that volume.

In the encyclopedia, which article would come first - baseball or basketball? ________________

When you are looking for a topic in the encyclopedia such as "The Building of Railroads," would you use the T - B - O - or R volume? You never look up an article under the heading "The" or "A." Probably Railroads would be the best location for your information.

Practice Materials:

Directions: Use the listings on the encyclopedia volumes to answer the following questions.



1. I would find information about football in the _________ volume, which is number _______ of this set.
2. For a report about Eli Whitney, I would use __________ volume.
3. Information about Cincinnati, Ohio might be in volume ____________ or volume _________.
4. What letter is on the volume where you would locate information on Abraham Lincoln? ____________
5. To what volume would you go for information on the invention of the sewing machine? ___________
6. Which state would come first in the encyclopedia - Oregon, Oklahoma, or Ohio? ________________
7. Which encyclopedia would you use to find the invention of the reaper? ________________
8. What article would probably tell you the speed of a kangaroo? ___________

Test questions #1, 2, 48

III. How to Use the Telephone Book (White Pages)

Explanation:

Names in the phone book are listed in alphabetical order. The top of each page has guide words which tell you that all the names on that page fall alphabetically between these two words.

The last name of a person is listed first, then the first name, then a middle initial if there is one. If you are trying to find the phone number of Alice Steel, you look quickly at the guide words at the top of the page until you come to the guide words between which you would find Steel. When you find this page, you may discover many people named Steel. Look at the first names (written last) until you find Alice. After the name is printed the address. The phone number is at the extreme right of the column.

Practice Material:

1. How is your family's phone listed in the phone book? Write the entire entry.

Name	Address	Number
____________	____________	____________

2. If you had a phone in your own name, how would your name be listed?

____

3. What is your telephone exchange? ____________

4. Suppose the names Busch and Cain were the guide words on a page. Would the following names appear on it? (1) Draw a line through any name that would not be on the page. (2) Put in alphabetical order the names that are on the page.

Butler, Wm.
Best, Theodore
Cahill, Michael
Bush, R. B.
Burton, Virginia
Burke, Fred

Bush, Ray
Bush, Jas E
Byrne, Kevin
Cain, Abel
Carr, Edward
Burgess, Larry

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

5. What is the area code for dialing long distance to Cincinnati?

____

In the front of the Cincinnati white pages (p. 26) you are given more than ten ways to use your telephone directory. List three of these ways before tomorrow's class.

Test questions: 24, 25

IV. How to Use an Index

Explanation:

The index is a list of subjects contained in a book. The subjects are listed alphabetically, followed by the page numbers. You will usually find the index in the back of the book.

Sometimes the exact word you are looking for is not in the index. Then you need to look for another word closely related. If you could not locate "Sports" you might need to look under "Recreation" or under particular sports of "Baseball," "Football."

Practice Material:

Directions: The following is a section of an index. Locate the information, then answer the questions below.

World Championship, 56
World Series, 101, 107
World Series, only no hit game, 78
Wright, George, 23
Wright, Harry, 21-24
Wrigley Field, 154

"Yankee Clipper," see DiMaggio,Joe
Yankee "greats," 84
Yankee Stadium, 63
Yankees, see New York Yankees
York, Carl, 32
Young, Cy, 98

1. On what page will you find information about Cy Young? ________
2. Does this book have any information about Sally Wright? ________
3. Under what heading will you find information about the Yankees? ________
4. On what page will you find information about a no-hit game in the World Series? ________
5. Does this book have any information about Yankee Stadium? ________
6. Under what heading will you find information about great N.Y. Yankee players? ________
7. On what pages will you find information about the World Series? ________
8. Who was the "Yankee Clipper?" ________
9. On how many pages is Harry Wright mentioned? ________

Additional activities could include the index from another testbook.

Test questions: 3,4

V. How to Use the Principal Parts of a Textbook (Non-fiction)

Explanation:

Books may be divided into two classes, non-fiction and fiction. A book of fiction does not contain all the different parts usually found in a book of non-fiction.

Below is a list of the principal parts of a non-fiction book, such as your Social Studies textbook. Those parts marked with a star (*) are also found in volumes of fiction.

*1. Title page

    *a. Title
    *b. Author
    c. Edition
    *d. Publisher
    *e. Date of publication

*2. Copyright

*3. Dedication

4. Preface or acknowledgments

5. Table of Contents

6. List of illustrations

7. Introduction

*8. Body of book

9. Appendix

10. Bibliography

11. Index

12. Glossary

Practice Material:

Use your social studies text to answer the following questions:

1. What is the title? ______________________
2. Who is the author? ______________________
3. Who is the publisher? ______________________
4. When was the book published? ______________________
5. In what country was the book printed? ______________________
6. Is there a dedication? ______________________
7. What is the author's purpose? ______________________

   Where did you find this information? ______________________
8. How many chapters does the book contain? ______________________
9. Is there a list of illustrations? ______________________
10. Is there an introduction? ______________________
11. How many pages are there in the body of the book? ______________________
12. What is given in the appendix? ______________________
13. Did the author include a bibliography? ______________________
14. If you wish quick information on a specific topic, how do you locate it? ______________________

Practice Material: Complete the chart below, using five different non-fiction books

Answer Yes or No

Title	Author	Pub. Date	Publisher	Table of Contents	Illustrated	Appendix	Introduction	Bibliography	Index
1.									
2.									
3.									
4.									
5.									

Test Questions: 34,35,50

VI. How to Use the Library Card Catalog

Explanation:

When looking for a book in the library, you may want to use the card catalog. The cards are arranged alphabetically in the drawers. Letters on the front of the drawer are guides showing which cards are within the drawer.

There are three kinds of cards in the card catalog: Author card, title card, and subject card.

On the author card, the author's last name is listed first.

On the title card, the first word of the title (except A, An, The) is listed first.

On the subject card, the main subject of the book is listed first.

Practice Materials:

1. To find books by Carolyn Keene, which card would you use? ____________
2. To find more information on highways, which card would you use? ____________
3. How would Sir Arthur Conan Doyle's name be listed in the author cards? ____________
4. If you know the name of a book, but not its author, which card would you use? ____________
5. Under what letter would The Last Hurrah be listed in the card catalog? ____________

Test Questions: 28, 29

VII. How to Comprehend Social Studies Reading Materials

Explanation:

Social Studies books are not written primarily to tell a story; they are written to make us use our minds. They are a source of ideas we can consider, facts to learn.

Some habits of study will make your reading faster and more efficient. These habits will profit you in reading any material in order to look for specific information or to learn all the important facts.

Choose a reading from your textbook or an article from a classroom magazine. Use the following technique in reading this article.

Practice material: (Individual)

Choose your own article related to social studies.

1. Scan the headings of the entire article.
   Read sentences every four or five paragraphs.
2. Ask yourself Who? - What? - When? - Where? - Why?
3. Return to the beginning of the article and read it entirely.
4. Tell yourself what you read.
5. Skim the article again to fill in sequence of points or any details that are vague in your mind.

Test Question: 38

VIII. How to Take Notes from your Reading

Explanation:

There are two main methods in note taking. One consists in reading a part of the selection, then summarizing this in your own words. You may choose to summarize in paragraph or outline form. It is well to retain some of the words from the original as clue or key words, but do not copy entire sentences when you summarize.

Another method of taking notes from reading is to first get an overview of the assignment by reading the title, the introductory paragraphs, and the headings included in the material. This will give you a general idea of the topics to be discussed.

Go back and skim for the main ideas, which are often at the beginning of the paragraphs. Then you may read the entire selection, trying to recall key words and ideas. Write the main ideas as much as possible from memory. This method of note taking appears to require more time than the first approach, but you will remember the subject much better because you were concentrating instead of merely copying from the printed page. This method of note taking can be done in outline form as well as in sentences.

Practice material:

Select a unit from your social studies text. Use whichever of the above methods you are more comfortable with. Take notes on the material. Compare your notes with the original material to see if you have included the main points.

Select another student in the class. Exchange notes and compare your partner's notes with the original material.

Discuss with your partner your reactions to your partner's thoroughness in note taking.

Test Question: 39

IX. How to Outline Social Studies Material

Explanation:

An outline is a written plan that helps you organize a report. In an outline, the main topics are the important ideas about a subject. Smaller, clarifying details are subtopics. Usually in an outline, main topics are preceded by I, II, etc. Subtopics are listed by A., B., etc.

Outlining is really a written diagram of your thoughts. When you outline you pick the most important items in the material and write them in few words. Usually outlines are not made in sentence form.

The most usual pattern for outlining follows:

TITLE

I. Topic (main idea)

  A. Subtopic (idea explaining main topic)

    1. Example or explanation of A

    2. Example or explanation of A

      a. Example or explanation of 2

      b. Example or explanation of 2

  B. Contimue as in A

II. Topic (another important idea)

  Continue as under Topic I

  A.

    1.

No two outlines are exactly alike. Generally, your main topics should be similar to those of another person outlining identical material, but the subtopics will not be the same.

Practice Material:

Outline the first two pages of your Social Studies text, Chapter 11. Include only two main topics and two subtopics for each.

TITLE ______________________________

I.
  A.
  B.

II.
  A.
  B.

Test Question: 36

X. How to Summarize

Explanation:

A summary is a short re-statement of a longer action or writing. Summarizing is a skill closely associated with note taking. A paragraph may be summarized in a sentence, a complete book or TV program in a few paragraphs. A summary should include the most important points of the original.

If one of your textbooks has summaries following the chapters, read a few of them to see how they are written. Look in the chapter for explanations and details of the points in the summary.

If your book does not contain summaries, then you must find the main points for yourself. The use of section and paragraph headings is helpful in composing a summary. The procedure would be to read a paragraph heading carefully, then skim the paragraph to find additional information. It is a good idea to skim the entire section before composing summary sentences.

Summarizing is not easy, because it is hard to pick out the most important facts. Summaries should be kept short. Read, think, then write a few short sentences.

Procedures for Summarizing Written Material

1. If there is a summary in the book:

   .. read the summary
   .. skim the summarized section to find details or explanatory data
   .. in your words, state the main ideas

2. If there are paragraph headings:

   .. read the headings carefully
   .. skim the section to find information about the heading
   .. read the entire section before you begin writing
   .. write one or two summarizing sentences which contain the main ideas of what you read

3. When there are no summaries or headings in the book:

   .. read carefully the first sentence of each paragraph
   .. skim for important points
   .. write from memory, if possible, using key words from the text

24

Practice Material:

Select a chapter or part of a chapter from your social studies textbook. Use no more than five pages for this exercise. Choose whichever of the above procedures fits the format of the book you are using.

Summarize the unit. Follow the procedures, and remember to select main ideas. Keep your summary short.

Select another student in the class. Exchange summaries. Be sure you compare your partner's summary with the original material.

Discuss with your partner your reactions to his/her thoroughness (and brevity) in summarizing.

Test Question: 40

XI. How to Prepare a Good Report

Explanation:

When you research a topic, there are many sources and methods you can use to get information. Depending upon the topic, you may want to interview people, read magazines, read newspapers, look up the topic in the encyclopedia.

The first step in making a good report is to choose a topic you find interesting. Select a subject on which you can find information. Narrow down a broad topic. Express yourself.

After you have determined your subject, found your information, and taken notes of this information (see Section VIIIO, you are ready to organize your report.

1. Make some sort of brief outline, using your notes.

2. Develop this outline into sentences and paragraphs.

3. Check for grammatical errors

4. Rewrite if necessary.

Read the chart below. Notice the possibilities that are included under the topics of Collecting Information, Planning the Report, and Writing the Report. Not all possibilities will be used for every report, but you will use a few each time you present a report in class.

You may improve your report by including charts, diagrams, or drawings.

Practice Materials:

Collect Information

1. choose topic which is interesting
2. use library
3. use newspaper
4. make a survey
5. conduct an interview
6. keep list of sources used

Plan Report

1. skim reading materials
2. limit topic
3. outline report

Write Report

1. organize according to outline
2. write good introduction
3. complete report
4. check for correctness in spelling and punctuation

5. rewrite if necessary
6. list sources of information
7. prepare a title page

Prepare a short written report on a subject of your choice. Follow the above checklist.

Test Question: 30

XII. How to Make a Current Events Report

Explanation:

Your current events report should be not only factual, but it should be interesting. If you choose your own topic for the report, try to select a subject that your audience is familiar with. The shortest news article is not necessarily the easiest to report on.

In preparing your report, keep to these basic rules:

1. Choose an article that interests you or that has significance
2. Do not read your news article to your audience
3. Emphasize one or two points you expect your audience to remember.

When you prepare your report, read the article carefully one or two times. You might use some of these questions to help you.

1. Where did the news event take place?
   How far is that from where you live?
2. Who took part in the event?
   Were they people who lived in that place?
3. When did this happen?
4. What is the event you are telling about? Summarize it in a paragraph.
5. Is there any explanation of this news event?
   Why did it occur?
6. Can you link this news article with anything you have learned recently in class?

33-YEAR VIGIL RENEWED FOR 'LITTLE MISS 1565'

HARTFORD, CONN. (UPI)- Thomas Barber is 82 now and has difficulty walking even with his cane, but he made a solemn visit Tuesday-as he has for the past 33 years-to place pink carnations on the grave of "Little Miss 1565."

She was one of 169 persons who died in the July 6, 1944, fire in a Barnum and Bailey Circus tent ignited by a carelessly tossed cigarette.

Barber was on duty as a Hartford police detective lieutenant that day and helped in the grim task of lining up charred bodies at a makeshift morgue.

The body of the little blond girl-whose face was untouched by flames and who almost appeared to be asleep rather than dead-was given the morgue number 1565. She was estimated to be six years old.

No one ever claimed her.

Barber went to her funeral and her burial in Northwood Cemetery.. He spent years trying to find out who she was. But, he said Tuesday, he never came up with a single substantial lead.

For 33 years, he has visited her grave three times a year - on Christmas, Memorial Day and July 6.

Cincinnati Post, July 7, 1977

Practice Material:

1. Teacher may give students lists of recent headlines from newspaper articles. Students should select three that would have been interesting reading.
   (Teachers who have access to a copy of daily paper for each student will find this much simpler. Search or Scholastic magazine may be used).

2. Select a newspaper article for all students to read. After reading the article, each student should write an opening sentence for his/her report.

3. Using the same article, ask students to write out one main point they would make in a report.

4. Students should take their time to complete writing their reports, referring to the above guidelines. Caution students to use only words they are familiar with.

Test Question: #5

XIII. How to Give an Oral Report

Explanation:

Before you give an oral report, you must plan it carefully. Most people write out oral reports ahead of time after they locate information and make an outline. It is very risky, however, to try to memorize your report. If you should forget part of it, the entire report may escape you. One method of giving an oral report that seems to work for many people is to write it, say it several times, and practice delivering it by referring only to index cards which contain the main points of the report.

Choosing a title is one of the most important elements of an oral report, becuase it makes your audience aware of your subject. In introducing your report, keep in mind that you are endeavoring to impress your listeners.

When you give your oral report, remember that your audience is not so familiar with it as you are. They are hearing it the first time.

1. Speak clearly and loudly enough to be heard
2. Be calm. Don't turn and twist
3. Make sure you give facts, not just opinions
4. Be prepared to answer questions

One of the best means of holding the attention of the audience is by using visual aids - pictures, charts, maps, diagrams. Remember, however to keep the viewers in mind, and use these materials only if they are large enough to be seen.

Practice Materials:

The following check list will help you rate oral reports. The items on this list are your concerns in preparing and presenting your oral report. Practice your report. Do not read your report to your audience. You may refer to your paper, but do not keep your eyes on it.

Content

Informational title
Interesting opening
Developed composition
Correct grammar

Delivery

Sufficiently Loud
Calm
Assisted by cards or outline

Visual Aids

Maps
Pictures
Charts

Choose a subject and prepare a brief oral report. Prepare your report using the check list.

Test Question: 31

XIV. How to Take Part in a Social Studies Discussion

Explanation:

Several things are necessary to a good discussion in class. People must listen to one another. They must be able to connect their opinions and ideas with what is being said. Students should not look to the teacher to keep the discussions orderly, but take this responsibility to themselves. A discussion may be halted, if not ruined, when the participants fail to listen to one another.

You will be helped in classroom, social, and business discussions if you begin using expressions which connect your thought contributions to what others had said. Some of these expressions are:

"May I ask you ...."

"I'd like to add this point ...."

"In addition ...."

"Would you agree that ...."

"What I don't understand is ...."

"Don't you believe ...."

"Did you see ...."

Practice Material:

Form yourselves in small groups. Use as a basis of discussion an article from Search or Junior Scholastic magazine. Read the article, appoint a group leader, and in your discussion concentrate on the use of connecting expressions. (For this discussion, a topic on which group members disagree is preferable.)

Test question: 37

32

XV. How to Order in Sequence

Explanation:

Sequence is the ordering of actions or thoughts. History is usually studied in the sequence of time, with one event leading to another which follows it. In the section of Following Directions in "Making Something" you did the tasks in sequence.

Recall a TV show you saw this week. Summarize the events in sequence.

Practice Material:

1) Write in sequence 5 actions you performed since entering this classroom

2) Arrange the following events in sequence:

You are in junior high school

Columbus discovers America

Man lands on the moon

America is free of England

The Civil War begins

You are in the first grade

1. ________________

2. ________________

3. ________________

4. ________________

5. ________________

6. ________________

3) Number the following rules for Monopoly in the sequence of their occurrence:

_____ Roll dice to see who moves first

_____ Begin to buy property

_____ Distribute Money

_____ Move marker corresponding number of spaces

_____ Choose your marker

_____ Highest number gets first move

Test question: #41

XVI. How to Recognize Cause-Effect Relationships

Cause-effect are tied together in a before-after relationship. Cause must come before effect. There may be several causes and/or several effects. The effect may not follow the cause immediately.

Explanation:

If there is a cuase (reason), there will be an effect (result). When you are asked the question "Why?", you are being asked for a cause. For instance, your playing with matches may be only an action. If this behavior results in a fire (an effect) then your use of the matches is the cause of the fire.

Practice Material:

Complete the following sentences, showing probable effects.

Cause	Effect
1. The electricity is off in our block	________________________
2. We had ten inches of snow last night	________________________
3. I forgot my lunch money	________________________
4. Somebody took my pencil	________________________
5. I didn't wind the clock	________________________

The following are effects. List a probable cause.

Cause	Effect
________________________	My car just stopped on the highway
________________________	I have an A in English
________________________	Now I have $20.00
________________________	My mother was so happy she cried
________________________	I received a trophy

Write 6 of your own cause-effect relationships

Test questions: 42, 43

XVII. How to Distinguish Fact from Opinion

Explanation:

Fact is a statement that is true, is proven. Opinion is a statement that may be true, but may also be untrue. Opinion may not be based on evidence. Not everything you read is true.

Beware of general, inclusive statements, for these are frequently opinions. A statement about "Everybody" or "All" is usually opinion, unless it has been scientifically proven.

Can the statement be proven by more than people's ideas? Facts need proof.

Save yourself from misstatements by using "Most" instead of "All" - "People say" - "Many experts believe"

Practice Material:

Distinguish fact from opinion in the following statements:

	F	O
1. Everyone in Cincinnati likes baseball.	______	______
2. There are twelve months in the year.	______	______
3. All teenagers like loud music.	______	______
4. George Washington was the first president.	______	______

Write 5 statements about yourself.

1. ____
2. ____
3. ____
4. ____
5. ____

In front of each statement that you wrote above, put F if it is fact, O if it is opinion.

If your statement is "I have brown eyes," it is fact. If you wrote "I am a genius," it is opinion.

Test Questions: 44, 45

XVIII. How to Read a Bar Graph

Explanation:

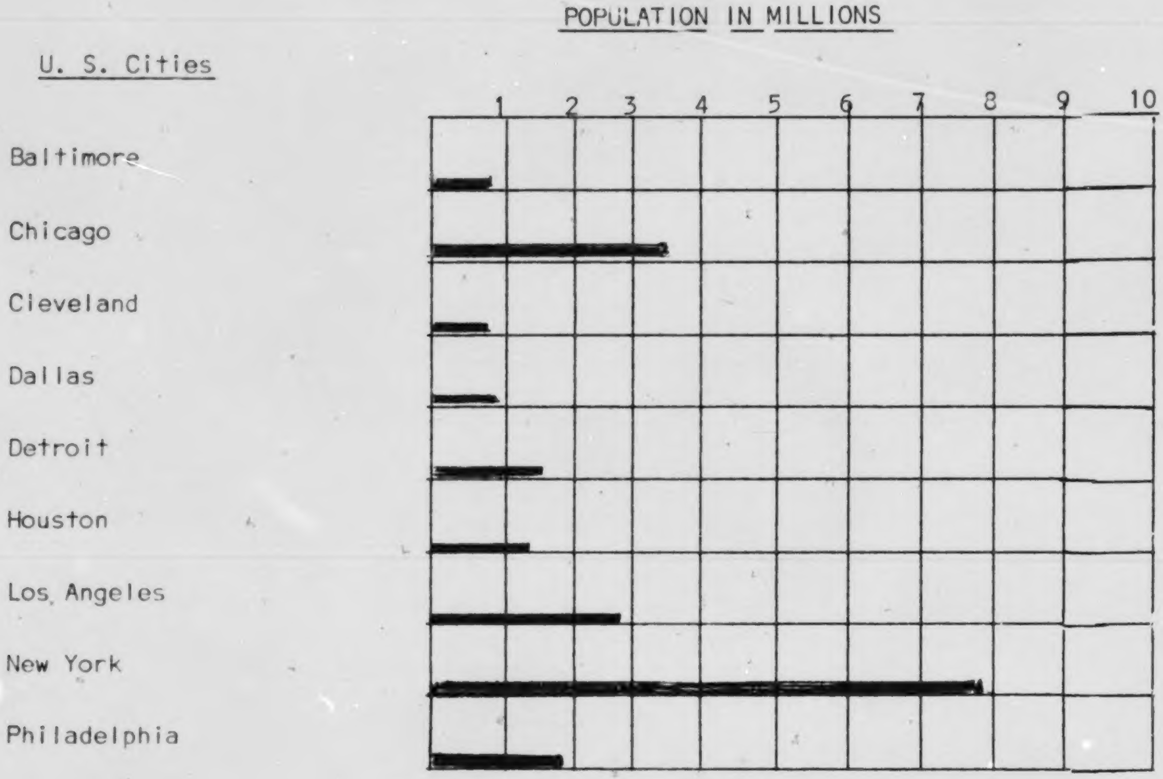
A graph presents facts by means of a drawing. The kinds of graphs used most frequently are: bar graphs, line graphs, circle graphs, and picture graphs (pictographs).

The first step in reading any graph is to have an exact idea of the information given by this graph. First, read the Heading. Then read any information written along the sides. Reading these items separately tells you the general information you can receive from studying the graph. Then put the information together.

Practice Material:

Directions:

This graph shows the populations of 9 cities in the U. S. in millions. Study the graph before answering the questions.



Using the graph, answer the following questions:

1. The heading of the graph is ______________________________
2. The heading tells me that each number represent ______________________ of people.
3. All these cities are in the ___________________.
4. How many cities have less than 1 million people? ____________________
5. Which city has the most people? ___________________
6. How many cities have over 1 million people? ___________________
7. Which city has next to the largest population? ___________________
8. What city has between 1 and 3 million people? ______________________
9. Name the cities that have between 1 and 2 million people.

____

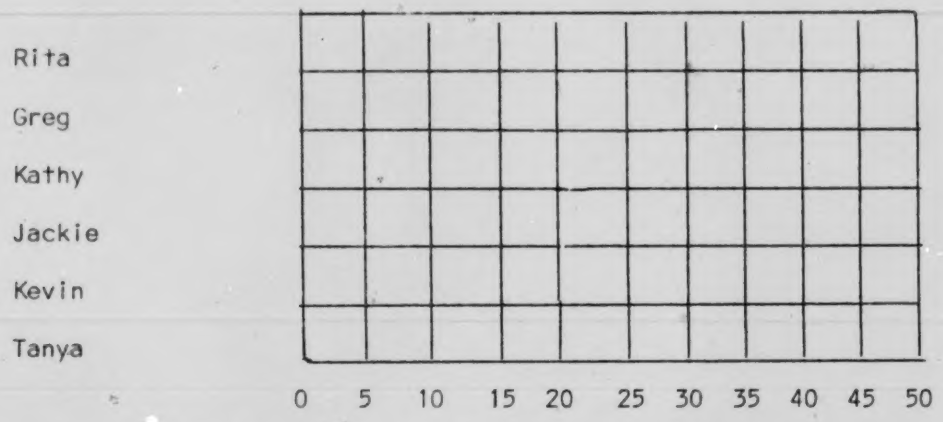
____

____

Test Questions: 16,17

Practice Material: Bar Graph

Make this bar graph show the number of boxes candy sold.



1. Write a title for the graph on the line at the top.
2. How many people were selling candy?
3. Show the following number of boxes sold.

Greg	35	Rita	10
Kevin	22	Kathy	48
Jackie	43	Tanya	37

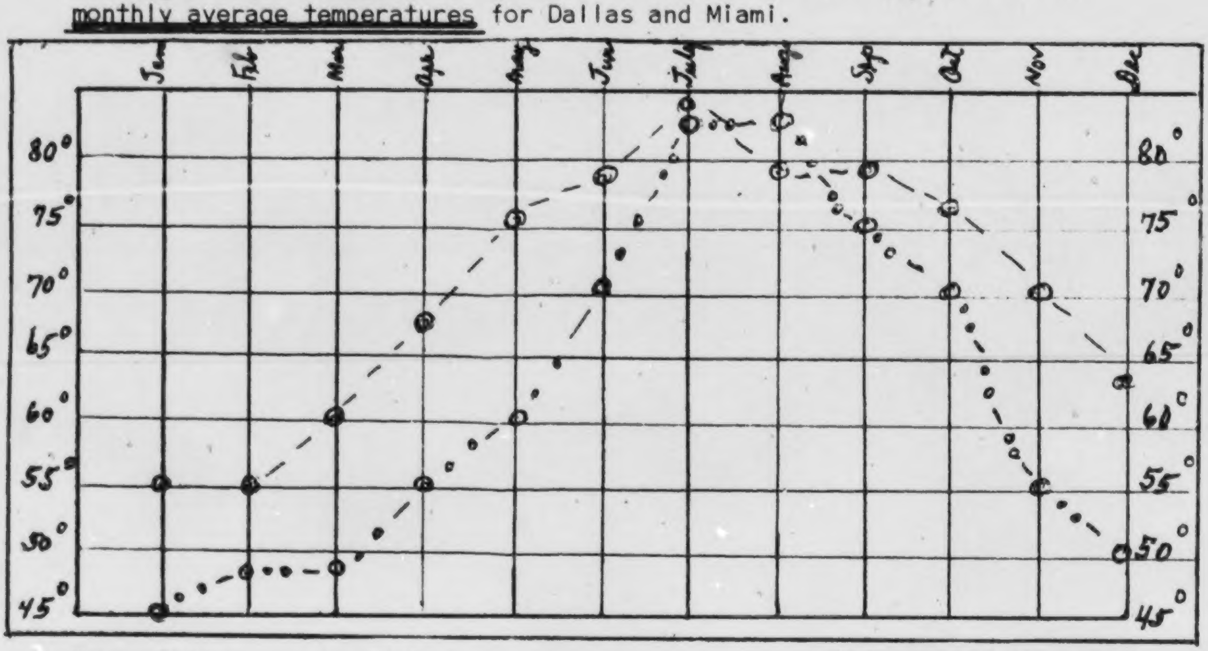
4. How many people sold less than 40 boxes? ________
5. Who sold the least candy? ________
6. Who won the prize for selling the most candy? ________
7. How many boxes of candy were sold altogether? ________

Test Questions: 16, 17

XIX. How to Read a Line Graph

Explanation:

A line graph is more complicated than a bar graph, for it shows changes, or variations. Study the line graph below. Read the heading, the degree markings on the side, and the months written across the top. Read the monthly average temperatures for Dallas and Miami.



Key: Dallas ∘ ∘ — ∘ ∘ —

Miami, Fla. — — — —

Colored pencils would be a better Key than varieties of lines

Cincinnati Blue

Honolulu Red

Los Angeles Green

Practice Material:

Using the above key, insert on the graph the temperatures for the following:

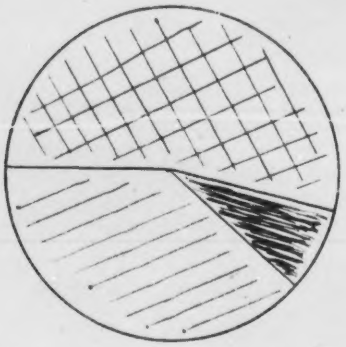
	Jan	Feb	Mar	Apr	May	June	July	Aug
Honolulu	75°	72°	72°	75°	75°	80°	80°	80°
Los Angeles	56°	60°	60°	65°	65°	75°	75°	75°
Cincimati	45°	45°	50°	60°	70°	70°	75°	78°

XX. How to Read a Circle Graph

Explanation:

A circle graph represents one total, or 100%, of the statistics or figures given. In this simple circle graph of Ohio's population by age, the total population equals 100%

Population of Ohio by Age



▨	people under 18 -	4,000,000
▦	people 18-64	6,500,000
■	people 65 and over	1,000,000
	Total, 1975	11,500,000

Practice Material:

Directions: Use the circle graph below to answer the questions.

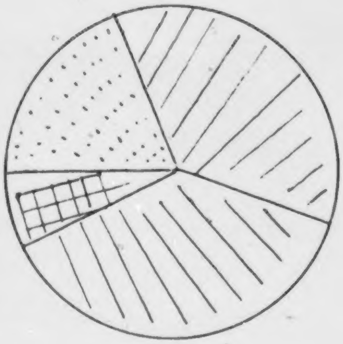
▧ Woodland

▨ Pasture

░ For Crops

▦ Other

(Colors may be substituted for designs)



Use of land in the US.

1. For what purpose is most land used? ______________

2. Less land is used for crops than for __________ and __________

3. For what is almost half the total land used? ______________

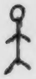
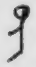
Test Question: 19

XXI. How to Read a Picture Graph

Explanation:

Some graphs are made with picture symbols. Be sure to study the heading and key before you attempt to read the graph.

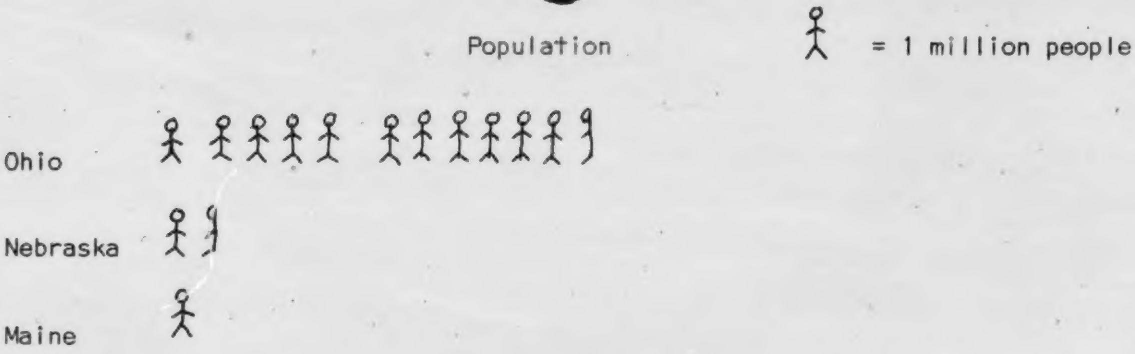
In reading the graph, look carefully at the symbol to be sure the entire symbol is there. The part that is present represents that portion or percentage of whatever the entire symbol represents. For instance:

 = 1 million people  = 1/2 million (500,000) people

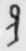
Can you see why a bar graph would be more accurate?

Practice Material:

Directions: Read the following picture graph (pictograph)



1. How many people does Ohio have? ___________
2. How many more people live in Nebraska than in Maine? ___________
3. Which of the three states has the smallest number of people? ___________

Make your own pictograph, giving the following populations. Round off to nearest 500,000 - (half million = )

California	24,129,000	Florida	7,720,000
New York	20,450,000	Massachusetts	5,842,000
Texas	12,482,000	North Carolina	5,596,000
Pennsylvania	12,141,000	Indiana	5,417,000
Illinois	11,840,000	Virginia	5,243,000
New Jersey	8,156,000	Georgia	5,142,000

Test Questions: 12, 13, 20

XXII. How to Read Charts and Tables

Explanation:

Reading charts and tables is similar to reading graphs, because the information needs to be read vertically and horizontally. In a chart, however, the exact information is usually given visually or in numbers. Look first at the main heading of the chart. Then read the column heads.

The chart below gives hourly pay rates for various kinds of workers in several cities. Study the chart.

City	Sanitation Workers	Bricklayers	Electricians	Laborers
Chicago	8.85	8.90	9.80	7.40
Cleveland	10.03	10.35	10.10	8.50
Nashville	7.77	7.85	8.30	6.30
New York	10.00	13.20	13.30	8.35

What kinds of workers are presented on this chart?

________________ ________________ ________________ ________________

Are any of these cities located in Ohio?
In general, where are wages highest?

Practice Material:

Directions: Use the chart above to answer the following questions:

1. How much is an electrician in New York paid per hour? ____________________
2. How much is a laborer in Nashville paid per hour? ____________________
3. How does the salary of a sanitation worker in New York compare with that of a sanitation worker in Chicago? ____________________
4. In general, where are wages lowest? ____________________
5. In general, which workers receive best wages? ____________________
6. In what city do electricians earn the most money? ____________________
7. In what part of the country do salaries seem to be the highest? ____________________

Practice Material

Directions:

Use the following information to make your own chart of automobiles, weight, miles per gallon.

Arrange the cars in order of heaviest in pounds at top of chart.

Oldsmobile - 4500 lbs. - 7.8 MPG; Vega - 2850 lbs. - 23.8 MPG;

Cadillac - 5600 lbs. - 10.2 MPG; Datsun - 2250 lbs. - 23.9 MPG;

Maverick - 3000 lbs - 16 MPG.

Test Question: 21

XXIII. How to Read a Bus Schedule

Explanation:

This is a schedule for two buses that go from Sunnygate to Grantville and from Grantville to Sunnygate. It tells the time the buses stop and when they arrive. Study the table.

BUS	206 AM	38 AM
Sunnygate	8:15	9:00
Lebanon	8:30	
Tri City	9:00	
Warren	9:12	
Center	9:28	
Timber	10:00	10:22
Midland	10:10	
Summit	10:25	
Highland	10:34	10:48
Grantville	11:10	11:25

BUS	47 PM	92 PM
Grantville	2:00	3:05
Highland	2:12	
Summit	2:23	
Midland	2:35	
Timber	3:00	
Center	3:36	4:17
Warren	3:45	
Tri City	4:00	
Lebanon	4:10	4:43
Sunnygate	4:42	5:30

Practice Material:

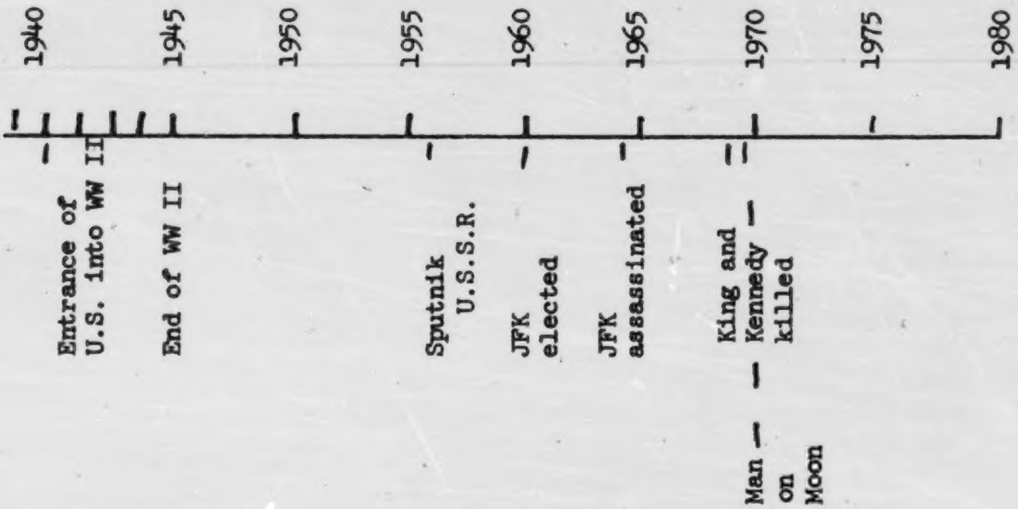
1. How many stops does the 8:15 (#206) make?
2. How long does the #38 take for the trip from Sunnygate to Grantville?
3. At what time in the morning does a bus stop in Center?
4. Which bus would you take at Sunnygate to get you to Summit by 10:30?
5. If you get off from work at 3:00 in Grantville what bus will you have to take to Lebanon?
6. What is the first stop the 9:00 bus makes
7. What bus is the express to Sunnygate?

Test Question: 22

XXIV. How to Read a Time Line

Explanation:

One way of visualizing dates and relationship of historical events is to use a time line, which shows events in sequence. The time line below stands for the years between 1940 and 1980. It is blocked into groups of five years. Each of the blocks can be subdivided into spaces of one year, as is done between the years 1940 and 1945.


1940
1945
1950
1955
1960
1965
1970
1975
1980
Entrance of U.S. into WW II
End of WW II
Sputnik U.S.S.R.
JFK elected
JFK assassinated
King and Kennedy killed
Man on Moon

You can use any length of line and make your divisions any size. These divisions may represent any number of years. But the divisions should be equally spaced to show equal length of time on one time line.

1. How is the time period from 1940 to 1980 divided? ________________
2. How much time does each of the small lines between 1940-1945 represent? ________________
3. In what year did man land on the moon? ________________

Practice material:

Construct a time line letting each of its equal divisions represent a year of your life. Place at least five events in their proper places on the line.

Test Question: 23

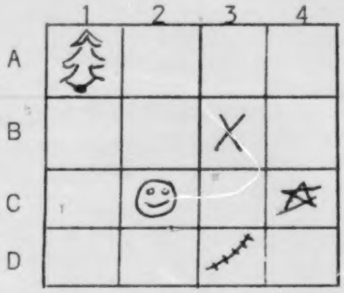
XXV. How to Use an Atlas

Explanation:

An atlas is a collection of maps. An atlas may be a separate book, or a section of another book. Is there an atlas in the back of your dictionary? ___________

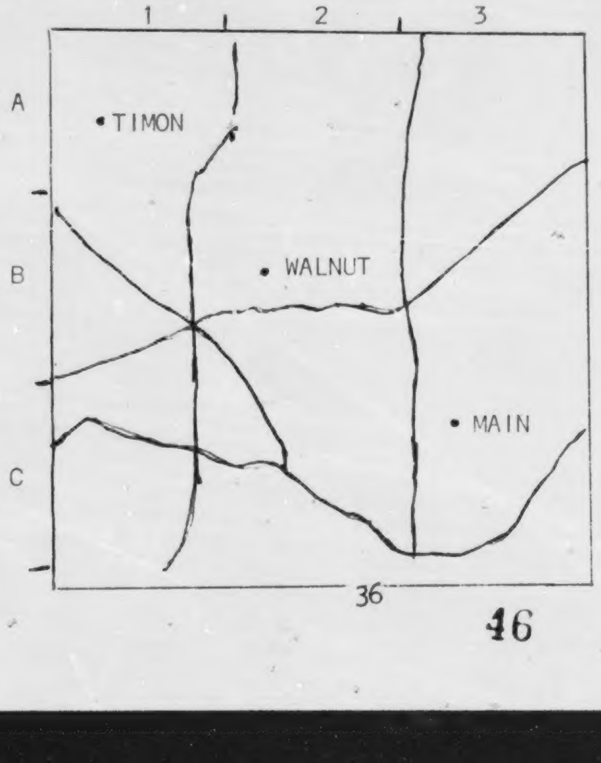
Most atlases have an index which lists the cities, towns, mountains, rivers, and other locations shown on the map. The index gives the page number of a map where the place is found.

A grid map is a map that has letters down the side of the map and numbers across the top and/or bottom. Look at the practice grid



A star is located at ____________. What symbol is found at B 3? ___________

To find a place on a grid map, look up the name of the place in the map's index. Find the grid location (letter and number). Follow the letter column and the number column until you come to the proper rectangle



Suppose you are looking for Timon and you are told that it lies in Block A 1. You draw an imaginary line from A ⟶ across the map, and an imaginary line from 1 ↓ down, and Timon lies within that block. This procedure is especially helpful in locating sites on maps which have a large number of places shown.

Some indexes give latitude and longitude after the page number in the index. Then you need only to look at the top of the map for the longitude mentioned in the index, and at the side of the map for the latitude mentioned.

Usually an atlas gives the correct pronunciation of place names. Sometimes an atlas will include other geographical helps such as temperature maps and rainfall maps.

(Use Hammond Atlas - Student Edition)

Practice material:

The following is a list of large cities through the world. Using the atlas, locate the city on the map. In the blank, tell what country the city is in.

City	Country
New York City	
Moscow	
Peking	
Melbourne	
Paris	
Cape Town	
Saigon	
Mexico City	
Chicago	
Madrid	
Rome	
Oslo	
Buenos Aires	
Los Angeles	
Warsaw	

City	Country
Winnipeg	
Sydney	
Calcutta	
Shanghai	
Tokyo	

Practice material: How to use the Atlas

Use the index to help you find answers to the following questions:

1. On what continent are the Alps Mountains?
2. Is lower California a peninsula or an island?
3. What gulf is south of Alaska?
4. Name the islands east of Florida.
5. Name the states that touch the Gulf of Mexico.
6. Name the states that touch the Pacific Ocean (5)
7. Name at least six states that lie, at least partly, in the Rocky Mountains.
8. What ocean is north of Greenland?
9. Where is the Bering Strait?
10. What river is between California and Arizona?

Test questions: 6, 7

Practice Material: How to Use an Atlas (Latitude and longitude)

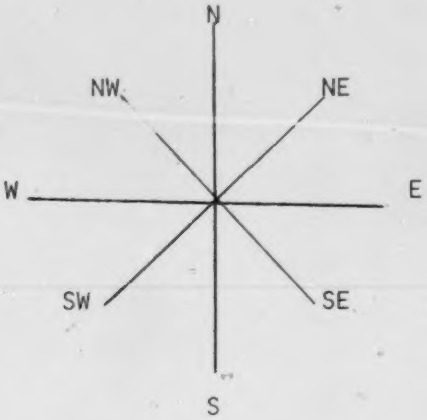
Directions: Use p. 15 (United States).

1. Locate the 35° N. Latitude line. Name all the states it touches.
2. Name all the states the 40° North latitude line touches.
3. Locate the 45° North latitude line. List from west to east all the states it touches.
4. Name three cities that lie between the 25° North latitude line and 30° North latitude line.
5. Name the longitude line that passes through Texas, Oklahoma, Kansas, Nebraska, S. Dakota, and N. Dakota.
6. What state lies almost entirely betweeh the 25° North and 30° North, and between 85° West and 80° West?
7. Name the longitude lines on the map that pass through any of the Great Lakes.
8. What longitude line passes through Yellowstone National Park?

XXVI. How to Find Directions on a Map

Explanation:

There are four main compass points (directions): North, South, East, and West. There are four main intermediate compass points: Northeast, Southeast, Southwest, and Northwest



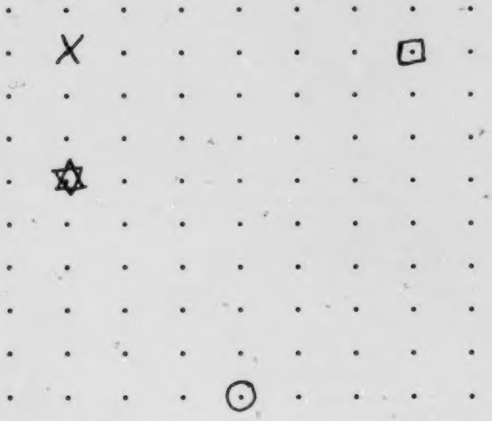
On most maps you use, north is at the top, south at the bottom, west on the left, and east on the right.

You may use these directions in many ways. 1) If a location is given as "in the north," you will begin to search for a site at the top of the map. 2) If you are told to go east on the map, you will move in a line to the right. 3) You may be told to locate a particular city, and that another city is southwest of it. 4) You may be asked what direction one site is from another.

Practice material:

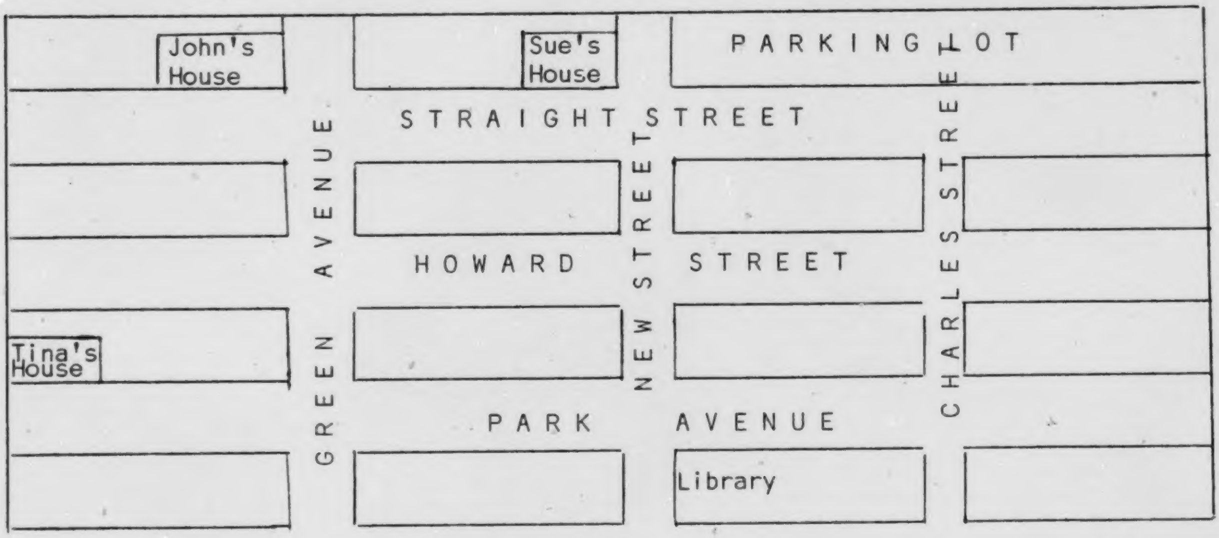
Follow the directions below, using lines to connect the dots. If you do the puzzle correctly, you will receive a greeting.

Practice Material:



1. Begin at the X. Move seven dots south, connecting dots as you move.
2. Begin at the ✡. Move three dots east.
3. Begin at the ○. Move seven dots north.
4. Begin at the □. Move seven dots south.

Practice Material 2


John's House
Sue's House
PARKING LOT
STRAIGHT STREET
GREEN AVENUE
NEW STREET
CHARLES STREET
HOWARD STREET
Tina's House
PARK AVENUE
Library

1. John was given these directions to go from his house to the library:

   Cross Straight Street, walk two blocks south on Green Street. Cross Park Avenue. Make a left turn and walk one block each on Park Avenue. The Library is at New and Park. Mark this route on the map with a — — — line.

2. What directions could you have given John which would take him past Sue's house?

   Write the directions: ______________________________

   ____

   ____

   Mark these directions on the map with a o-o-o-o line

3. Use a dotted line . . . . to show how Tina would drive past the library to reach the Parking Lot. Then tell in what directions she would travel.

   ______________ ______________

Practice Material: 3

Directions: Use a map of the United States to answer the following questions:

1. What body of water borders the U.S. on the east? ______________
2. What direction is Canada from the U.S.? ______________
3. Locate Ohio on the map. What state is southeast of Ohio? ______________
4. Name the state east of Utah. ______________
5. Arizona is ________ of New Mexico. New Mexico is ____________ of Arizona.
6. Go to Montana. Proceed south through two states. The third state you reach is ____________.
7. California is both _________ and ____________ of Nevada.
8. What direction is Kansas from Texas? ______________
9. What direction is Indiana from Kentucky? ______________
10. Circle the names of any of the following states which are west of Illinois.

    California - Pennsylvania - West Virginia - Kansas - Louisiana - Maine Tennessee

Test questions: 9/10

XXVII. How to use a Map Scale

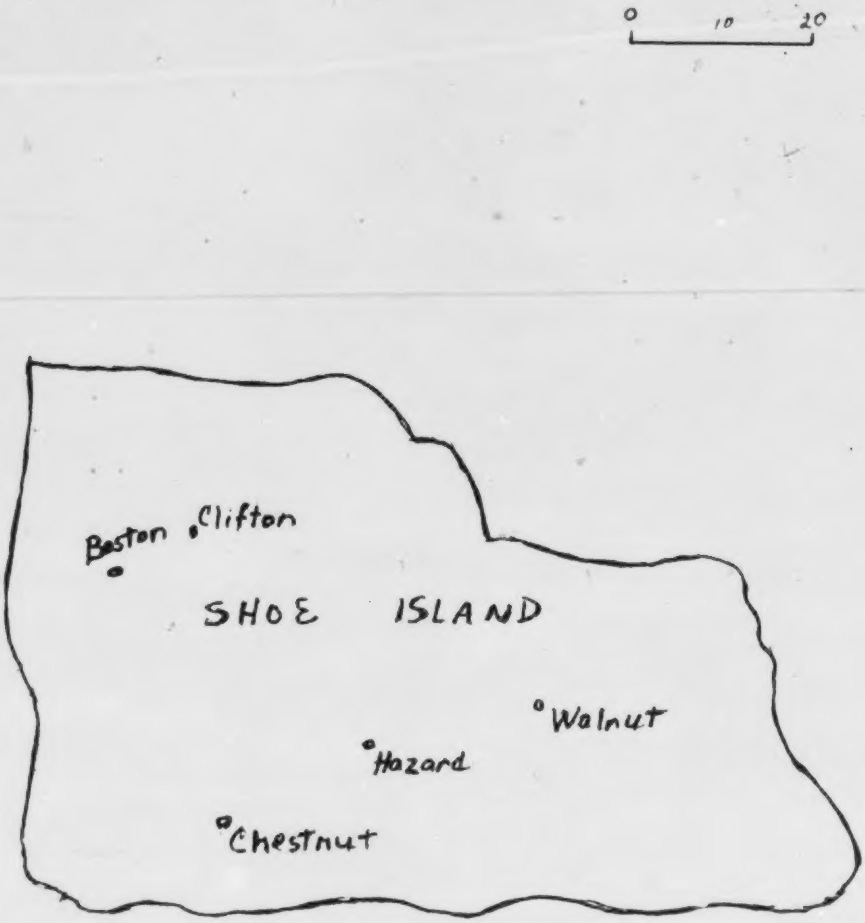
Explanation:

A scale of miles is an important part of a map key. This scale helps to measure distance from one location to another. You may use a ruler in computing distances. So, if one inch = 100 miles and you measure three unches, you know the distance is roughly 300 miles (3 x 100 miles).

You may also use an index card or a sheet of paper to estimate distances. Following this method, mark the distance of the scale of miles on your card, being sure to mark from the edge | , | = 20 miles. Then from this point • to this point • would be
| 20 , 20 , 20 | , or 60 miles

Practice Material

Directions: Using a ruler or straight edge, find the answer to these questions



1. How many miles long is the southern border of the island? ____________

2. How many miles long is the western border of the island? ____________

3. How far is Chestnut from Boston? ____________

4. You live in Clifton. You are going to visit relatives in Hazard. From there you are going to vacation in Chestnut. How many miles will be your trip from Boston to Chestnut, through Hazard? ____________

5. What will be the total trip to and from your vacation spot in Chestnut if you go directly from Chestnut to Clifton after your vacation? ____________

Test Questions: 11, 14, 15

XXVIII. How to Read Picture Maps

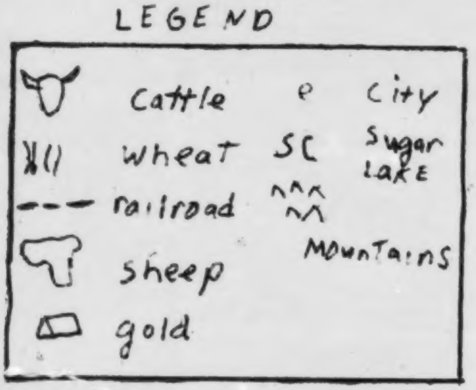
Explanation:

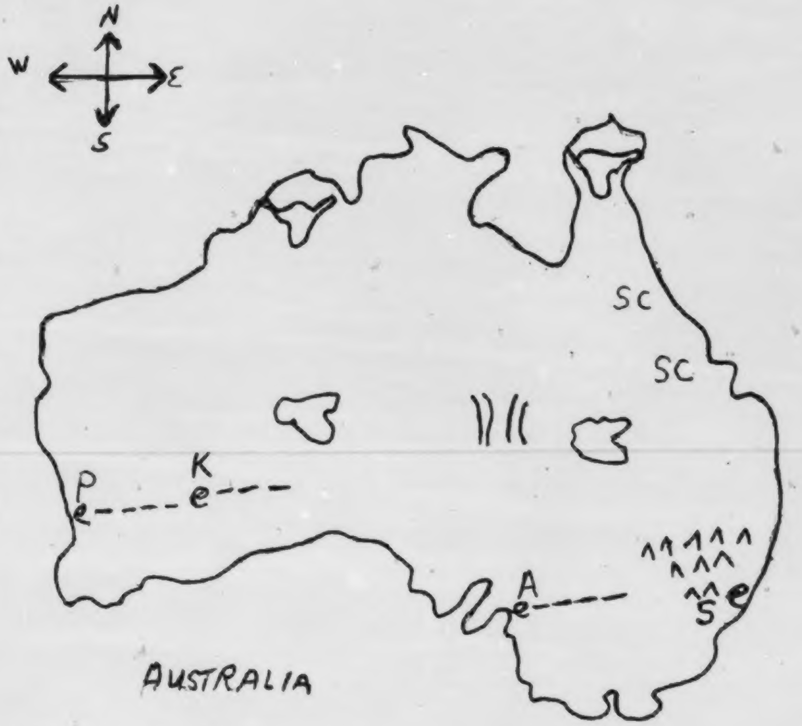
Picture maps are fun to read and fun to make. The most important part of a picture map is the LEGEND (Key) which tells you what the symbols mean.

Study the map below. Look on the legend for the railroad symbol. Is there a railroad on the map? ____________

On what coast of Australia is sugar cane grown? ____________

Practice material:





Scale of Miles

0 500 1000

The 4 cities on the map are:
P-Perth
K-Kalgoorlie
A-Adelaide
S-Sydney

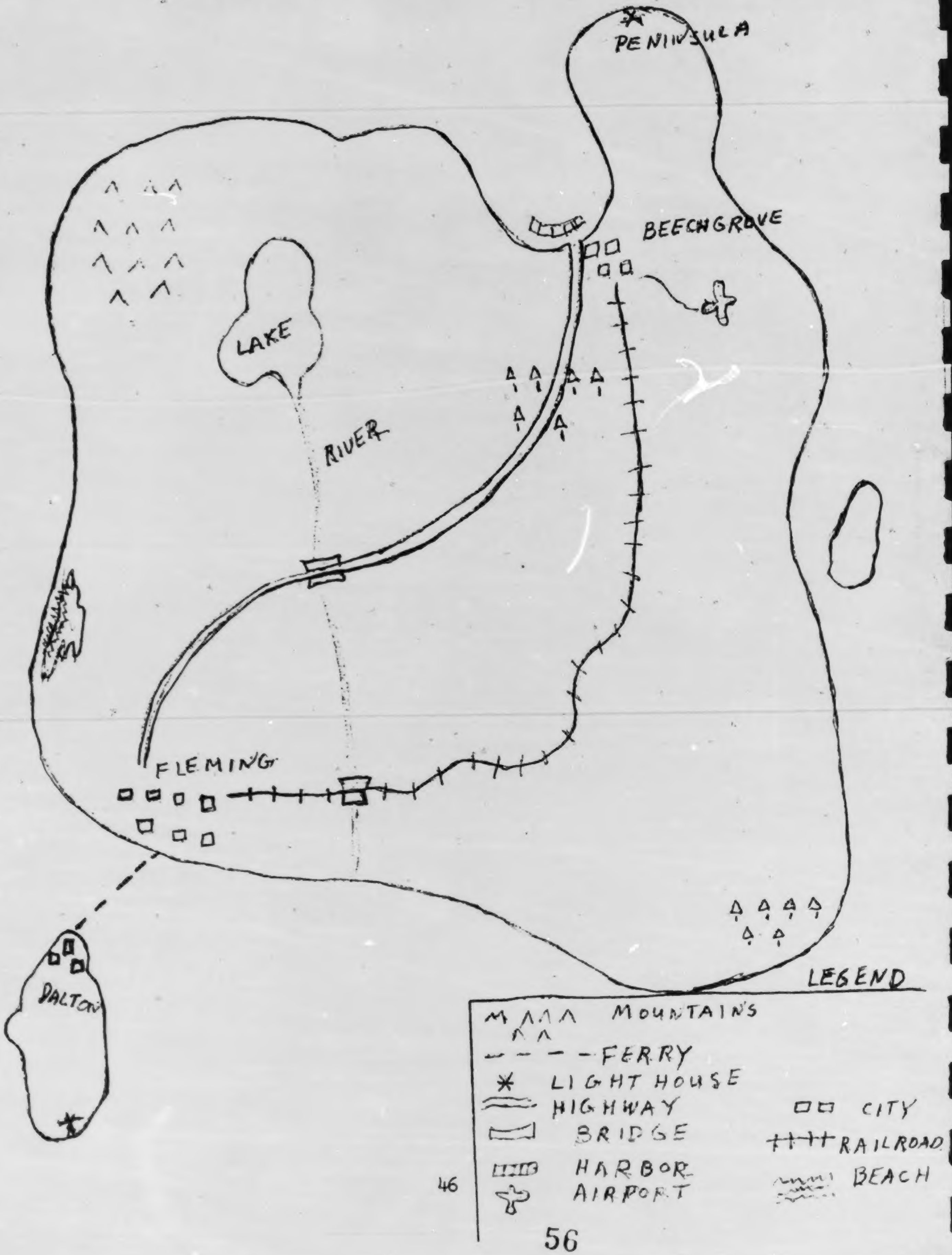
Directions:

Use the symbols in the legend to complete the map above:

1. Add a transcontinental railroad to the map connecting the 4 cities.
2. Label the cities through which the railroad passes. (the first letter has already been given)
3. Draw the symbol for gold near Kalgoorlie.
4. The land around Perth is good wheat country. Draw the correct symbol on the map to show this.
5. Which are located farther north, sheep stations or cattle stations?

____

Test questions: 12, 13


PENINSULA
BEECHGROVE
LAKE
RIVER
FLEMING
DALTON
LEGEND
MOUNTAINS
FERRY
LIGHT HOUSE
HIGHWAY
BRIDGE
HARBOR
AIRPORT
CITY
RAILROAD
BEACH

Name ______________________________ Soc. St. ______________________

The following questions are about the drawing on the back side of this paper. The questions are about directions, land forms, symbols on the map. By looking at the map see how you can answer the questions below. Be sure to study the legend before you try to read the map.

1. The drawing is the map of an ______________________________
2. On what part of the island is the peninsula found? ____________________
3. How many small islands are found off the eastern cost of the big island? ____________________
4. Is there a forest on the southern part of the island? ________________
5. There are three cities located on the map, and the name of each city is underlined. Name the three cities ____
6. Is the beach located on the east or west coast of the island? __________
7. There is a city that connects the cities of Beach Grove and Fleming. Does the highway go through the forest or around it? ________________
8. Which city is farthest north? ________________________________
9. What is located at the tip of the peninsula? ____________________
10. Is the lake located in the middle of mountains or a forest? ________________
11. How many bridges cross the river that flows from the lake to ocean ________
12. If the river empties into the ocean, in what direction does it flow? ________________
13. On what part of the island is a large bay found? ________________________
14. There is a harbor near what city? ____________________________
15. There is an island off the southwestern coast of the big island. Is there a city on this little island? ________ If so, what is the name of the city? ________________
16. There are three little islands on the map. Is there a lighthouse on any? ________________
17. What two cities does the ferry connect? ____________ and ______________
18. There is an airport near the city of __________________________
19. What two cities does the railroad connect? ______________ and ______________
20. Which of the three cities is the largest? ________________________
21. If you traveled from Fleming to Beechgrove, in what direction would you be going? ___________________________
22. The harbor is on the ________________________ side of the large island.
23. What direction is the lake from the river? ________________________
24. What direction is the airport from the lake? ______________________
25. What direction is the airport from the peninsula? ________________

Use the legend of the map you have been given.

1. Draw an island about the size of your hand. At the northern end of the island there is a large bay.
2. Off the southern coast of your island is one large island and two smaller islands.
3. There is a ferry which takes people from the main island to the large island. (-----)ferry.
4. On the northern part of the main island you have a large area of mountains. ∧^∧^
5. South of the mountains is a large lake about the size of your thumb.
6. The water that runs from the lake forms a river. This river flows southwest, empties into the ocean along the southwestern coast.
7. There is a large city named TIPTON. It is along the bay of the southern part of the island. Write the name of the city next to the square that stands for it.
8. There is a small town on the eastern coast of the island. Use a dot to represent the town. Its name is Winton.
9. There is a very winding road that connects TIPTON to Winton.
10. There is a small forest on the western side of the city called Tipton. 4 4
11. There is an airport near the town of Winton. ✈
12. On one of the small islands there is a lighthouse. ✱
13. There is a harbor along the bay. ▭

Using a plain sheet of paper, set up your map according to the following information which describes a certain island. Before you begin to do your map, make a legend to explain the symbols you will use. Look at the symbols on the map that you did yesterday. Be sure to go step by step.

In the middle of your paper draw a large island about the size of your hand.

1. On the southern edge of the island draw a peninsula about the size of your thumb.
2. Put a large forest area in the northwestern part of the island.
3. Put three small islands off the western coast of the large island.
4. On the large island there are two main cities. The city of HEARTLAND is in the middle of the island. The city of Campton is along the eastern coast.
5. Connect these two main cities by a highway. Name the highway route 60.
6. Draw a railroad to connect the two cities.
7. Place mountains in the northeastern section of the island. A river flows southward from the mountains. The river empties into the ocean near Campton.
8. There is a lighthouse located on the tip of the peninsula.
9. Be sure to construct your legend to explain the map.

Test questions: 12, 13

XXIX. How to Locate Geographic Facts and Statistical Data

Explanation:

You are familiar with the encyclopedia and the atlas as sources of grographic facts and data. A source that may be new to you is Webster's Geographical Dictionary. This dictionary may be found in your school library. It will certainly be in the public library. Arranged alphabetically, it lists 40,000 different places, with their historical names and names of the places spelled in the language of their location as well as in English. Towns of the U.S. and Canada which have more than 1500 people are included as well as other cities and places of interest all over the world. Besides cities, such natural features as oceans, rivers, lakes, falls, mountains, islands, capes are included.

The World Almanac and the Ohio Almanac are the sources of a variety of information. They contain cities, populations, monuments, rainfall and weather charts, natural wonders, records, political leaders, and biographical data. The World Almanac contains facts and data about every country in the world.

Because these volumes are not easily accessible to students, I omitted practice materials.

Test Question: 49

XXX. How to Follow Directions on a Test

Explanation:

In many aspects of our lives we are required to follow directions. We follow directions to reach a destination, to operate equipment, to fill out application blanks.

Following directions means just that. One step follows another. It is wise to read over all the directions to have a general idea of the procedure, but when you begin the operation, do one step at a time.

It is very important to follow directions carefully when you answer test questions. Many tests today are scored by machine. The machine will not pick up a correct answer that is marked in the wrong way. Suppose you are taking a multiple choice test, and are told to circle the letter in front of the correct answer.

A rose is a kind of
[✓ a.] flower b. tree c. dog

If you underline the answer, you will not receive credit, even though the answer is correct.

Practice Material:

Directions:

A. In each sentence underline the word in parentheses that makes the sentence correct.

1. There are (four, six, seven) days in a week.
2. There are (fourteen, sixteen, eighteen) ounces in a pound.
3. Dogs (whistle, meow, bark).

B. Decide whether the statement is true or false. In front of the statement write T for true or F for false.

___ 1. Gloves are worn on the feet.
___ 2. You brush your teeth with a hairbrush.
___ 3. Turtles fly.

C. Circle the letter in front of the correct answer.

1. Astronauts have gone to A. Mars B. Moon C. Venus
2. The President of the U. S. lives in A. New York B. Mexico C. Washington.

D. Write True in front of correct statement; write False in front of incorrect statement.

______ 1. An airplane uses fuel.
______ 2. Elevators go from east to west.
______ 3. Ink is used in pencils.

E. Some of the following statements are true; some are false. If a statement is true, do nothing to it. If it is false, cross out the part that makes it false. Above the statement you crossed out, rewrite in order to make it true,

1. It is usually cold in winter in Ohio
2. Dogs usually wag their ears
3. Kittens are young cows.

Test question: 26

XXXI. How to Follow Written Directions

Explanation:

Directions for making different kinds of things often appear in books and magazines. In order to make any of these things correctly, you must read and understand the directions. Be sure to do one thing at a time. Read all directions and assemble tools and materials before you begin.

On this page you will find step by step directions for making a tom-tom. (if you find it difficult to locate some of the materials, you may substitute. For a variety of tones, use different size cans).

Practice Material:

Tools: leather punch
heavy scissors

Materials: innertube
#10 can
leather lacing
cardboard pattern of 10" circle

Directions:

1. Assemble all necessary tools and materials.
2. Remove both ends of can so they are smooth.
3. Paint the can. Decorate as you wish.
4. Cut a section of innertube 20" long. Then cut tube lengthwise so you can lay it flat.
5. Cut two circle patterns 10" in diameter.
6. Cut two 10" circles from the rubber.
7. Allow a 1/2" margin around rubber circle and punch thirty holes, evenly spaced. Repeat on second rubber circle.
8. Cover each end of can with a circle of rubber. Lace together.
9. Tighten lacing until you have a pleasing tone. (A taut drumhead will produce good tone).

Practice materials

1. Name all the materials needed to make the tom-tom ________________
____

2. What kind of scissors should you use? ________________

3. What should you do to the can before you cut the innertube?
____

4. What material do you need before you cut the circles from rubber?
____

5. How far from the edge of the rubber should the holes be? ____________

6. If the tone of the tom-tom is not good, what should you do with the lacing?

____

7. The very first thing to do when making something is ______________________

8. When you finish reading all directions, you begin making the tom-tom after _________________________

Practice Material

Take something very simple, that you do every day. (tie your shoes, do the wash). Write a set of 5-6 directions for someone to follow in doing this operation.

Test Question: 27

XXXII. HOW TO GATHER FACTS FROM FIELD TRIPS

Explanation:

Before you go on a field trip prepare for the trip and for a follow-up discussion. Where is the field trip, and why is it being taken? What are you to look for and learn? Are you supposed to interview someone, gather information, as questions?

Prepare to be courteous to people you meet on the trip and be ready to thank sincerely the bus driver, tour guide, or anyone who helps you.

Practice Material:

Use this form, or draw up a form before a field trip. It should serve as a check list and information sheet.

FIELD TRIP

Preparation

Destination: ____

Purpose: ____

____

Procedure: (guided tour, court session, interview)

____

____

What to look for : ____

____

____

Questions to ask: 1) ____

2) ____

3) ____

FOLLOW - UP

People who were courteous to me:

1) ____
2) ____
3) ____
4) ____

People I thanked:

1) ____
2) ____
3) ____

Summary of information and experience gained:

____
____
____
____
____

Evaluation of trip: ____
____
____
____

ADDITIONAL ACTIVITIES

1. Sequence: A) Give students some cartoons from the comic section that have been cut apart; let students adjust them to proper order.

   B) Use current events report to relate sequence of events.

2) Predicting Outcomes: Have each student take a short news story summarize the beginning, make a 4-way multiple choice of possible outcomes. Collect (with correct answer marked) grade, and use the bes for class work.

3) Emotional Reaction: After reading a selection, provide blank faces. Have students draw in an expression which shows how they feel about character (s) or events in the selection.

4) Purpose and Point of View: A) Read to understand there are two sides to an issue. After reading, students list facts supporting and facts apposed to an issue.

B) Students research and prepare bulletin board in a topic to show both sides of an issue.

C) Each student reads a news article to determine point of view. Student attaches article to his assignment, which is to list from the article: Subject, Issues, Author's Point of View, Student's Point of View.

5) Fact - Opinion: Teacher (or students) submit 10 newspaper headlines. Students will determine which ones represent facts, and which are opinions.

6. Fallacies in Reasoning:

False cause - effect

Fact - opinion

Stereotyping

Appeal to conformity

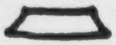
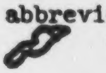
Emotionally loaded words

Using ads from newspapers and magazines, ask students to locate examples of these fallacies.

XXXIII. How to Interpret Map Symbols

Explanation:

Population maps often use symbols similar to those presented above on the rainfall map. Population maps may also use dots to represent population. Numerous dots show a dense population.

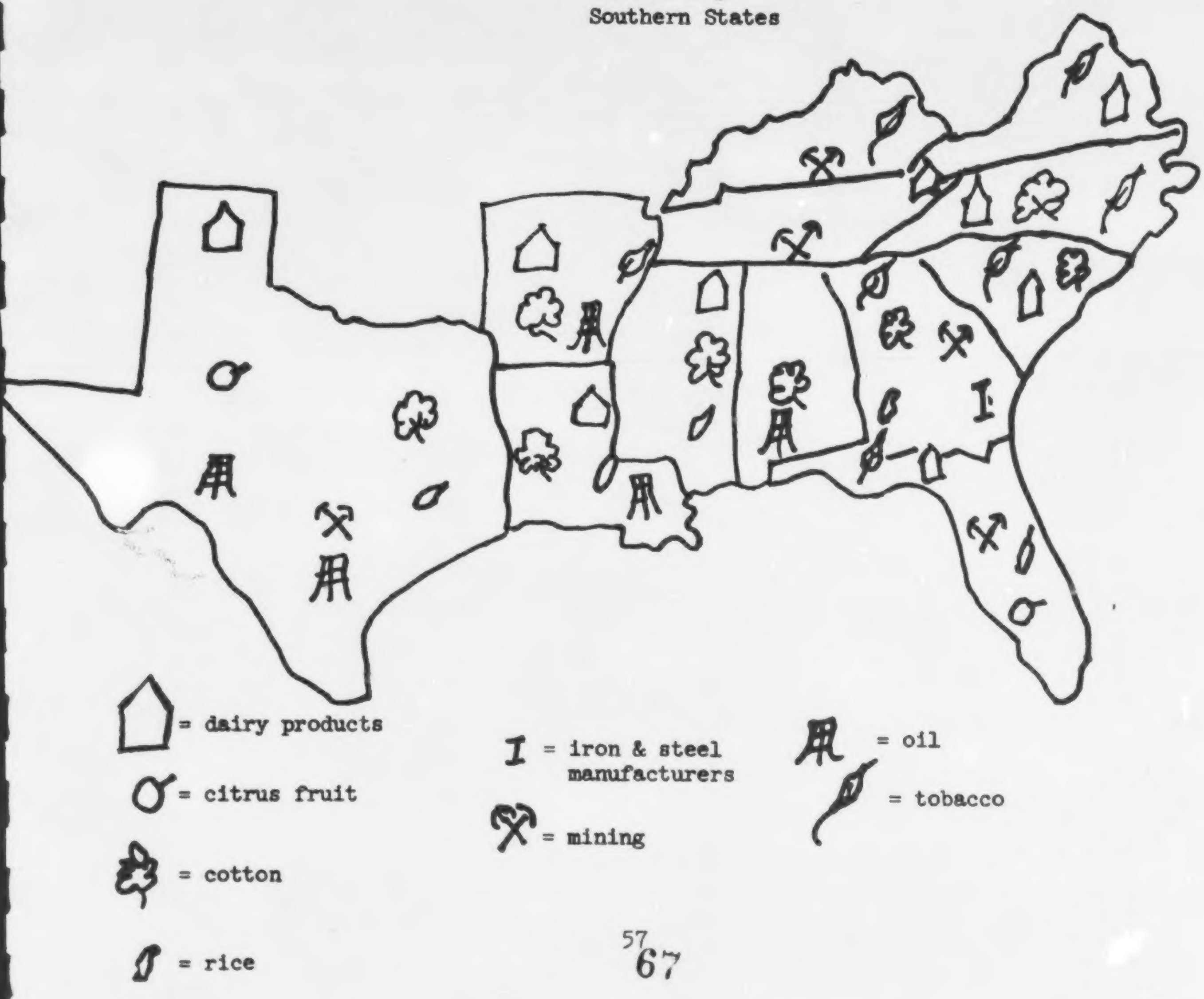
Product maps may use abbreviations (G for gold, S for silver) or symbols ( = gold,  = silver) to give information.

Temperature, climate, natural vegetation regions, winds, are various kinds of data that may be represented on maps by symbols, abbreviations, colors, and lines. Such maps may combine two or three kinds of information, such as temperature and rainfall, or population and products.

Practice Materials:

1. Study the map below and answer the questions which follow.

Product Map
Southern States


= dairy products
= citrus fruit
= cotton
= rice
= iron & steel manufacturers
= mining
= oil
= tobacco

Product Map

a. Which group of states is shown here?

b. Name three products of Florida: __________ __________ __________

c. What states have large amounts of petroleum (oil)?

__________ __________ __________ __________

d. Where is rice grown?

__________ __________ __________ __________

e. In which states is tobacco an important crop?

__________ __________ __________ __________

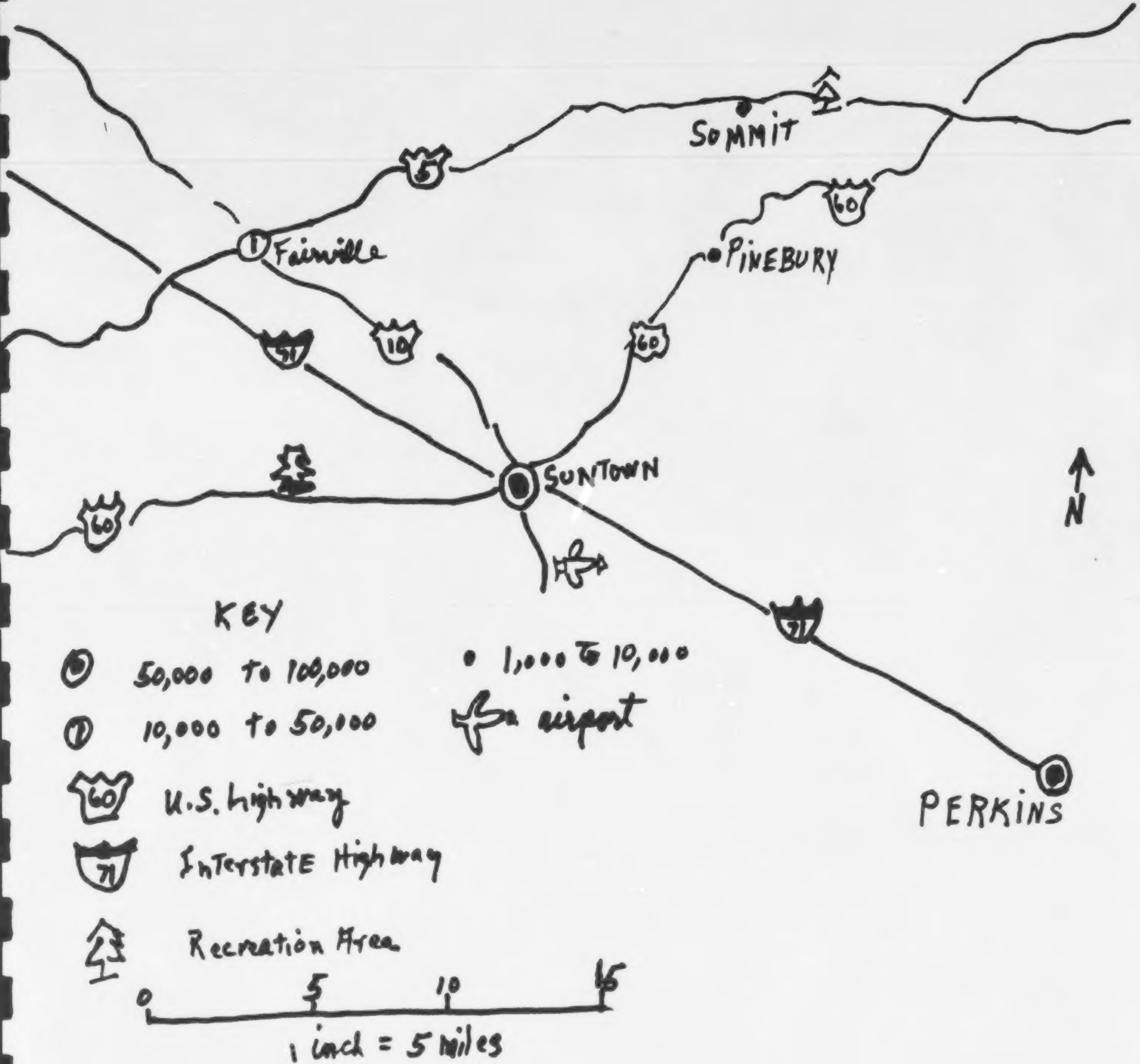
2. Go through your social studies text or the encyclopedia to find a simple map that uses abbreviations to give information.

   Draw the map. Make your own key, substituting symbols for abbreviations. Insert the symbols on the map in the proper places.

XXXIV. How to Read a Road Map

Explanation:

This road map has a special language that is explained in the key. Notice the difference between the symbols for Internate Highway and U. S. Highway, as well as the symbols for towns of different populations.


SUMMIT
5
60
1
Fairville
PINEBURY
10
71
60
SUNTOWN
60
N
71
PERKINS
KEY
50,000 to 100,000
1,000 to 10,000
10,000 to 50,100
airport
60
U.S. highway
71
Interstate Highway
Recreation Area
0
5
10
15
1 inch = 5 miles

Practice Materials:

1. How many towns on the map have a population of less than 10,000?
2. How many different U.S. highways are shown? ______ Name them:

   ________ ________
3. What city has at least one interstate and two U.S. highways entering it?

   ____
4. Name the highway you would take from Fairville to Suntown. ____________
5. In which direction would you travel from Pinebury to Suntown? ____________
6. Near what city is there an airport? ____________________
7. What direction do you travel from Perkins to Suntown? ____________
8. Near what two highways are the recreation areas? ____________, ____________
9. What would be the best way to travel from Perkins to Fairville?

Test Questions: 61 and 59

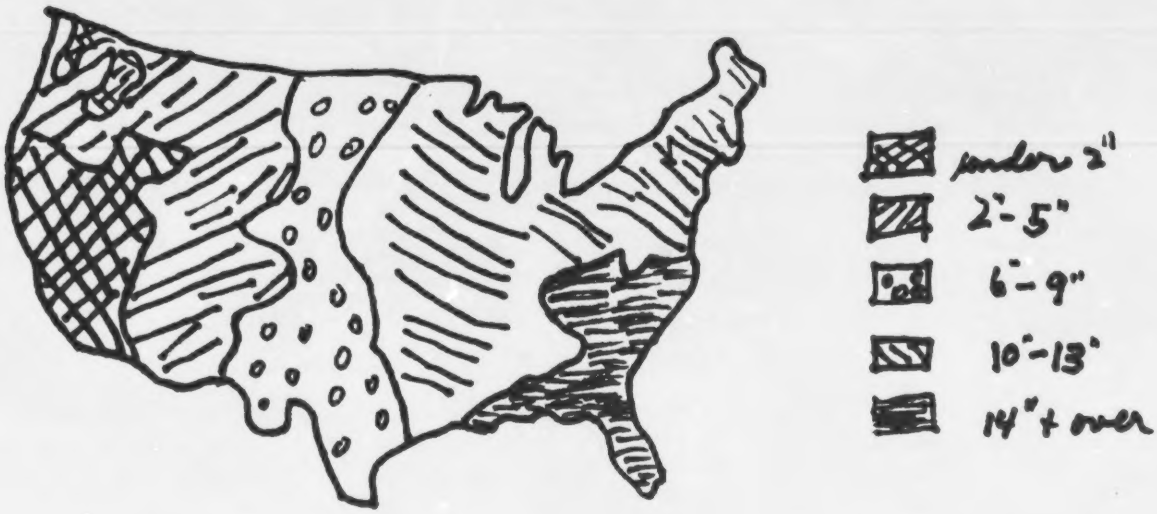
XXXV. How to Explain a Rainfall Map

Explanation:

This map shows by symbol the average summer rainfall (precipitation) in the conterminous states of the United States. The legend (key) which represents the number of inches of rainfall by line pattern could be replaced by color symbols.

Practice Materials:

Average Summer Precipitation in Conterminous States



1. Which section of the country receives the largest amount of rainfall? ____________
2. Draw the symbol which represents the least amount of rainfall. ________________
3. Which symbol would you use to show a section that receives seven inches of rainfall. ____________
4. What is the average summer rainfall in Ohio? ____________

Test Question: 57

XXXVI. How to Interpret a Weather Map

Explanation:

The simple symbols used on a weather map are interesting to translate into predictions. Weather maps are found in the daily paper and on TV weather predictions.

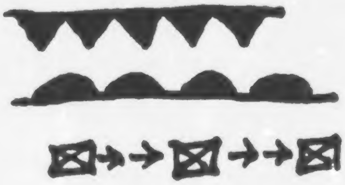
To indicate warm or cold fronts, specific symbols may be used, as on this map. In planning a map, some meteorologists use heavy black lines, marking them warm or cold. A cold front is a boundary between cold air and warmer air, under which the colder air pushes, usually proceeding south and east. A warm front is a boundary between warm air and colder air which is retreating. The warmer air is forced over the colder air as it advances, usually north and east.

Barometric pressure rising above 30° indicates fair weather. A low pressure area indicates bad weather. Below 30° and rising means the weather will clear. Above 30° and falling indicates approaching bad weather; the lower the reading, the worse the weather.

Practice Materials:

1. Use the symbols to locate the various fronts on this map:

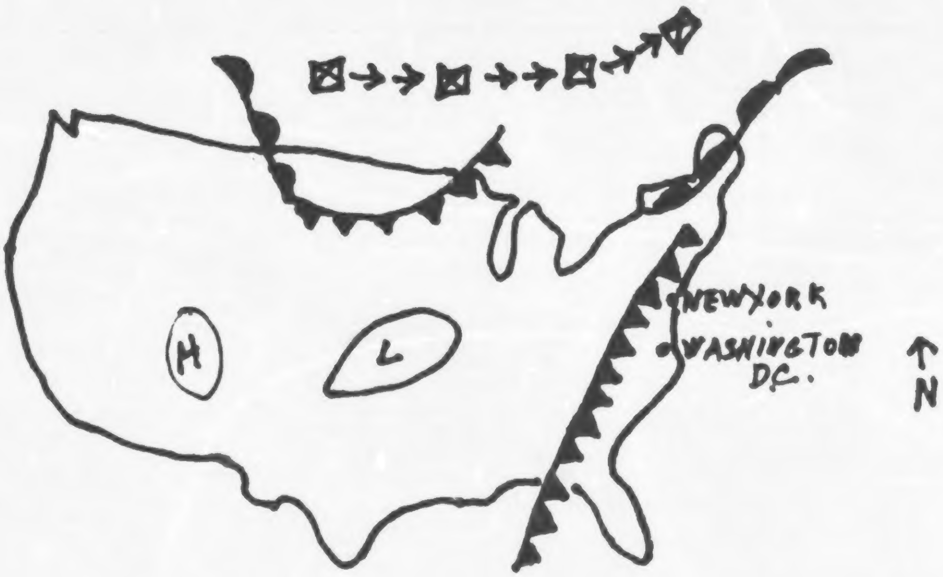
LEGEND:



= cold front

= warm front

= storm path



a. Is the temperature expected to rise or fall in Washington, D.C.? ____________

b. In what direction is the storm path moving? ____________________

c. The central part of the country is in a low pressure area. This means that the barometric pressure is less than _____________________, and that the weather is ________________________.

2. Cut the weather map from the daily paper. Be sure to include the key for reading the map. Use this to answer the following questions:

a. What are the times of sunrise and sunset? _____________ ______________

b. Give the high and low temperatures for the following cities:

	High Temperature	Low Temperature
Anchorage, Alaska	________	________
Atlanta, Georgia	________	________
Birmingham, Alabama	________	________
Detroit, Michigan	________	________
Honolulu, Hawaii	________	________
New York, New York	________	________
San Francisco, California	________	________

c. How much precipitation was recorded in the greater Cincinnati area? ________

Test Questions: 58 and 63

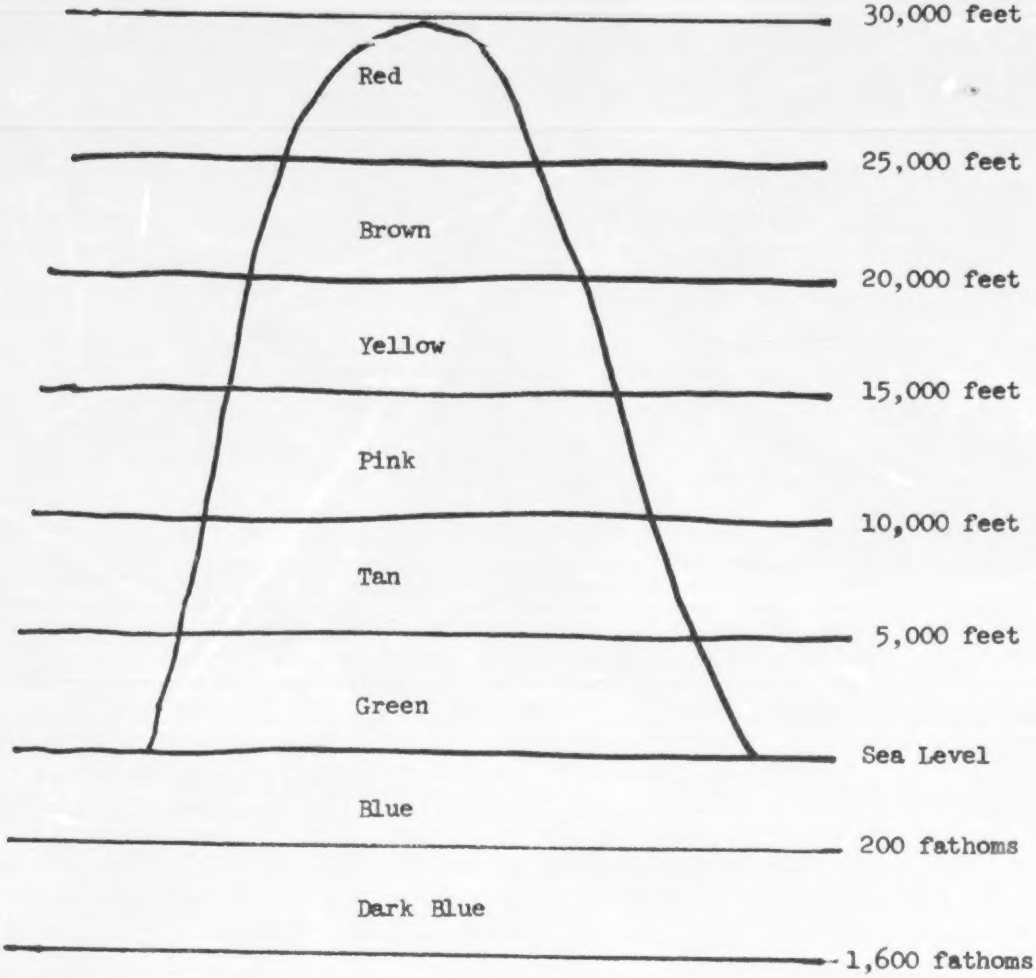
XXXVII. How to Read Elevation Maps

Explanation:

One natural feature often shown on a map is elevation. Elevation is another name for height of the land. Elevation is measured from sea level, the level of the water in the ocean.

Diagram A below is similar to those often used in atlases and maps. Land of elevations between sea level and 5,000 feet would be colored green on a map. Maps which are made especially to show elevation are called physical maps.

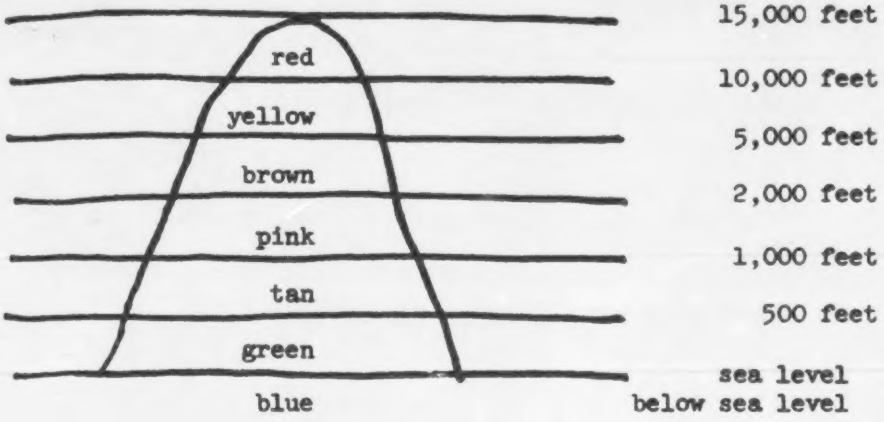
Diagram A


30,000 feet
Red
25,000 feet
Brown
20,000 feet
Yellow
15,000 feet
Pink
10,000 feet
Tan
5,000 feet
Green
Sea Level
Blue
200 fathoms
Dark Blue
1,600 fathoms

A color key such as this would be used on a physical map showing great varieties in land elevation, such as a world map.

On a map of a smaller area colors may represent smaller differences in elevation. It could be keyed like Diagram B.

Diagram B


red
yellow
brown
pink
tan
green
blue
15,000 feet
10,000 feet
5,000 feet
2,000 feet
1,000 feet
500 feet
sea level
below sea level

Practice materials:

1. Use diagram A to answer the following:

   a. The Himalayas range is the area of the highest mountains in the world. What would be their color according to this chart? ______________

   b. Most of the land in Australia is less than 10,000 feet ablve sea level. What colors would be used to represent this? ________________________________

   c. What would be the color of Mt. Everest, 29,025 feet, the tallest mountain in the world?

   d. Lake Superior is 700 feet deep in some places. What color represents this depth? _____________

2. Which diagram, A or B, would be the best to show variations of land elevation in Ohio? ______________

Test Questions: 56 and 60

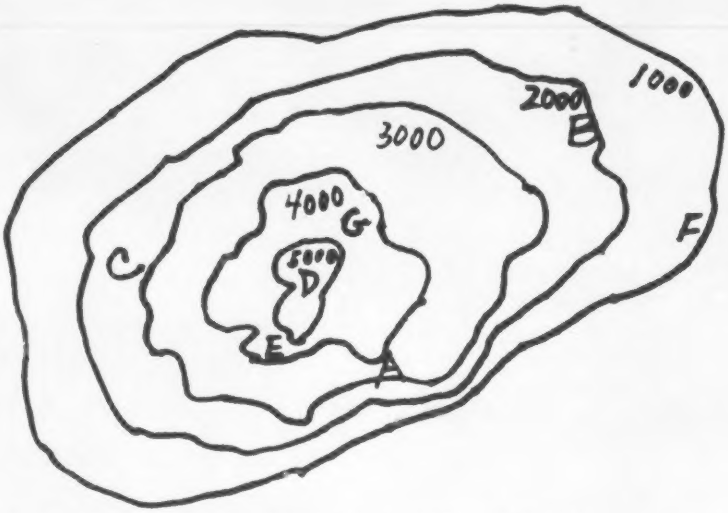
XXXVIII. How to Interpret a Contour Elevation Map

Explanation:

Another way of showing elevation is by contour lines. These lines are used to connect points that are on the same elevation above sea level. In the map below, all points on the contour line marked "6000" are exactly 6000 feet above sea level. All points on the lines marked "2000" are exactly 2000 feet above sea level.

This type of elevation map does not require color, and may, then, be printed in black and white. The closeness of the contour lines illustrates the slope, or steepness of the hill.

Practice Materials:



1. At which point is the slope the most gradual?
2. At which point is the slope the steepest?
3. At which point is the peak (highest point) of the mountain?
4. Which area of this map shows the most uniform slope?
5. At which point is there probably a cliff?
6. About how high is this mountain?
7. What is the difference in elevation between point F and point D?
   What is the difference in elevation between point B and point G?

Test Questions: 52, 54

XXXIX. How to Use Latitude and Longitude

Explanation:

Lines of Latitude

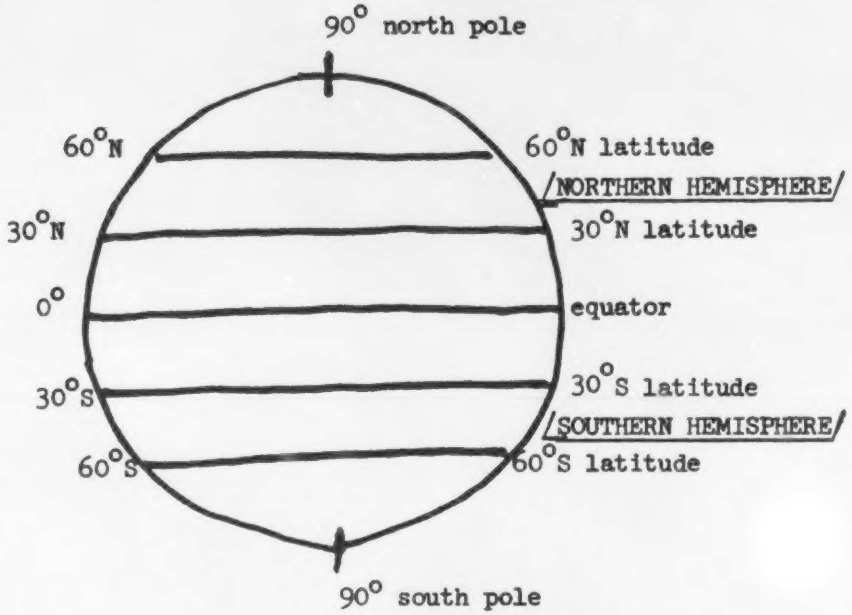
The equator is an imaginary line that divides the real world into two equal parts known as the Northern Hemisphere and the Southern Hemisphere.

Distances from the equator are measured in degrees (°). There are 90° between the equator and each of the poles.

To help us measure, maps and globes usually have east-west lines called "lines of latitude" or"parallels." Starting at the equator, which is numbered 0°, and going north or south to the poles, the lines can be numbered. Lines between the equator and north pole will have N after the degree (48°N); lines between the equator and the south pole will have S.

Each pole is numbered 90°. Most of the globes and maps show only every fifth, or tenth, or twentieth line of latitude. On the map below, the equator and every thirtieth line of latitude are shown.

LINES OF LATITUDE

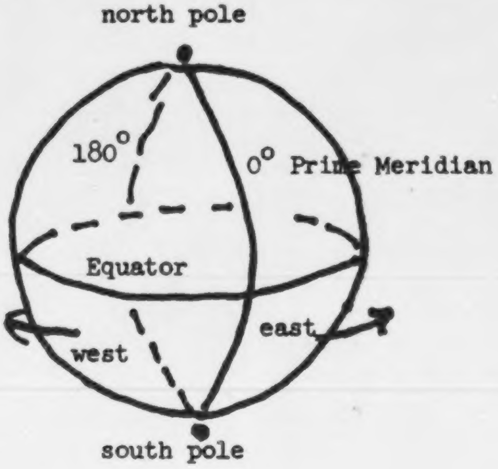


Explanation:

Lines of Longitude

The world can also be divided into an Eastern Hemisphere and a Western Hemisphere by an imaginary line drawn around the earth from pole to pole.

Lines drawn north and south are called "lines of longitude" or "meridians." Meridians are numbered east and west from the "prime meridian." The prime meridian is an imaginary line from pole to pole that passes through Greenwich (near London) England. Starting with the prime meridian, numbered 0°, and goind east or west, the other meridians are numbered from 1° to 180°. The 180° meridian is exactly halfway around the earth from the prime meridian, as shown below:



Practice Materials:

Use a globe, map, or atlas to answer the following:

1. Locate the 35°N line at the eastern United States. Trace this line west and name the states it touches.
2. Locate the 25°N line. Does it touch the United States?
3. On what line of north latitude is Columbus, Ohio?
4. What country is at the point of 42°N, 84°W?
5. What country is at the point of 50°N, 10°E?
6. What country is at the point of 45°N, 50°E?
7. Use the answers to questions 3, 4, 5, 6, and tell in what hemispheres the locations are.

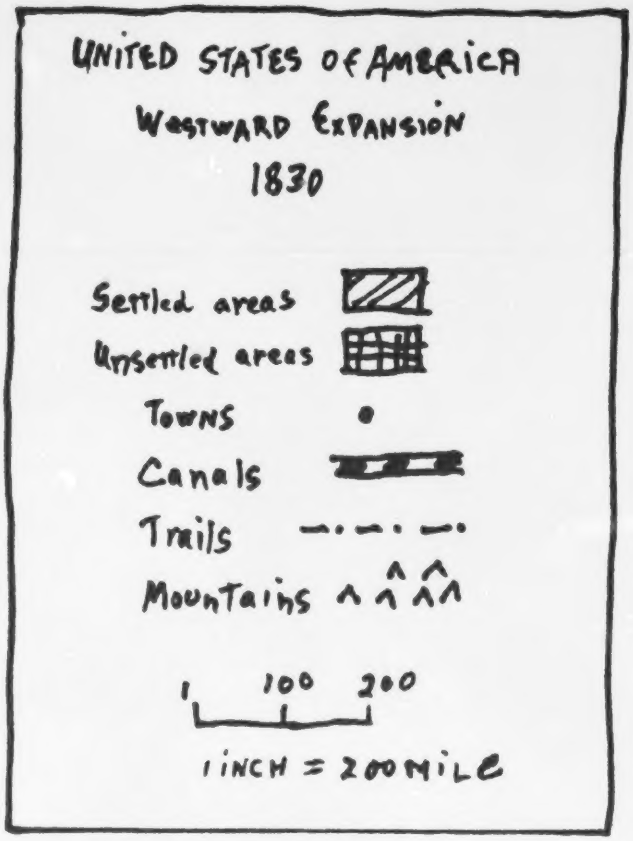
Test Qestions: 64 and 65

XL. How to Make a Map

Explanation:

The following steps will help you plan and complete a map:

1. Use pencil to outline the map lightly
2. Use pencil to sketch lightly the divisions of the map and to locate symbols.
3. On another sheet of paper, practice lettering the words you will use. Names of places must be large engough to read, but small enough to designate an area. (Be sure names are spelled correctly.) Nations and states are printed in capital letters. Only the first letter of a city or town is capitalized.
4. Select the colors to be used and try them out on other paper to see how well they coordinate. Use colored pencil, not crayon.
5. Make patterns such as ▤ ▥ ▧ ▨ with a straightedge.
6. Make a sample map key (legend). Be sure to include all symbols that are used on the map. The legend box should contain the title of the map. A sample legend is included below.


UNITED STATES OF AMERICA
WESTWARD EXPANSION
1830
Settled areas
Unsettled areas
TOWNS
Canals
Trails
MOUNTAINS
1
100
200
1 INCH = 200 MILE

After sketching the map (points 1-6), begin the final copy.

1. Draw the outlines in proper places
2. Put in the names of the locations and insert the symbols you are using.
3. Color the map lightly. Your map will be more attractive if you do not color over place names.
4. Go over lines, symbols, and names in ink. Colored pencil usually does not show up.
5. Finish the key (legend)
6. Check your work to be sure you have completed the information.

Practice Materials:

Follow the above instructions step by step to prepare a map of Ohio. Put in the cities of Cincinnati, Columbus, Cleveland, and Toledo. Use the ☆ to show the capital. Be especially careful to make your lines clear and the printing distinct. Color the map lightly. Shade the area around the map very lightly.

Test Questions 51, 53, 55

XLI. How to Interpret a Road Mileage Chart

Explanation:

Road mileage charts are usually found on highway maps used by drivers. Suppose a person wants to find the road distance between Philadelphia and New York.

1. Find Philadelphia on the side of the chart
2. Draw a light line across the chart
3. Find New York among the cities across the top of the chart
4. Draw a light line downward
5. You will find the mileage where the pencil lines meet

	Baltimore	Memphis	New York	Philadelphia	Salt Lake City	Washington, D.C.
Los Angeles	2696	1845	2833	2765	738	2676
Miami	1149	1026	1336	1248	2568	1104
New York	186	1122		88	2241	224
Philadelphia	97	1054	88		2173	135
Seattle	2795	2411	2932	2864	879	2803
Washington, D.C.	38	912	224	135	2109	

Practice Materials:

1. Try to find the distances without drawing pencil lines on the chart.

The distance from:

New York to Baltimore ______ miles
New York to Washington ______ miles
Miami to Philadelphia ______ miles
Philadelphia to Salt Lake City ______ miles
Washington, D.C. to Philadelphia ______ miles
Los Angeles to Washington, D.C. ______ miles
Seattle to Philadelphia ______ miles
Miami to New York ______ miles

2. What cities are this far apart?

88 miles: __________ and __________

2109 miles: __________ and __________

2696 miles: __________ and __________

1122 miles: __________ and __________

1104 miles: __________ and __________

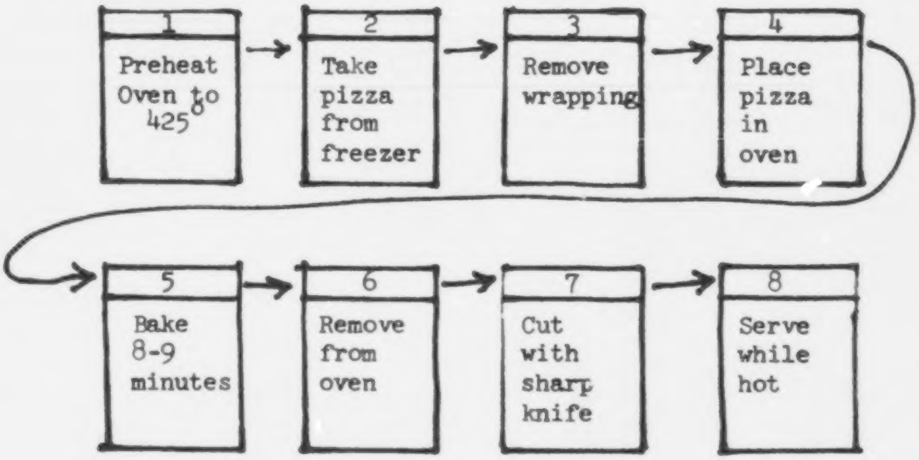
Test Question 66

XLII. How to Follow a Flow Chart

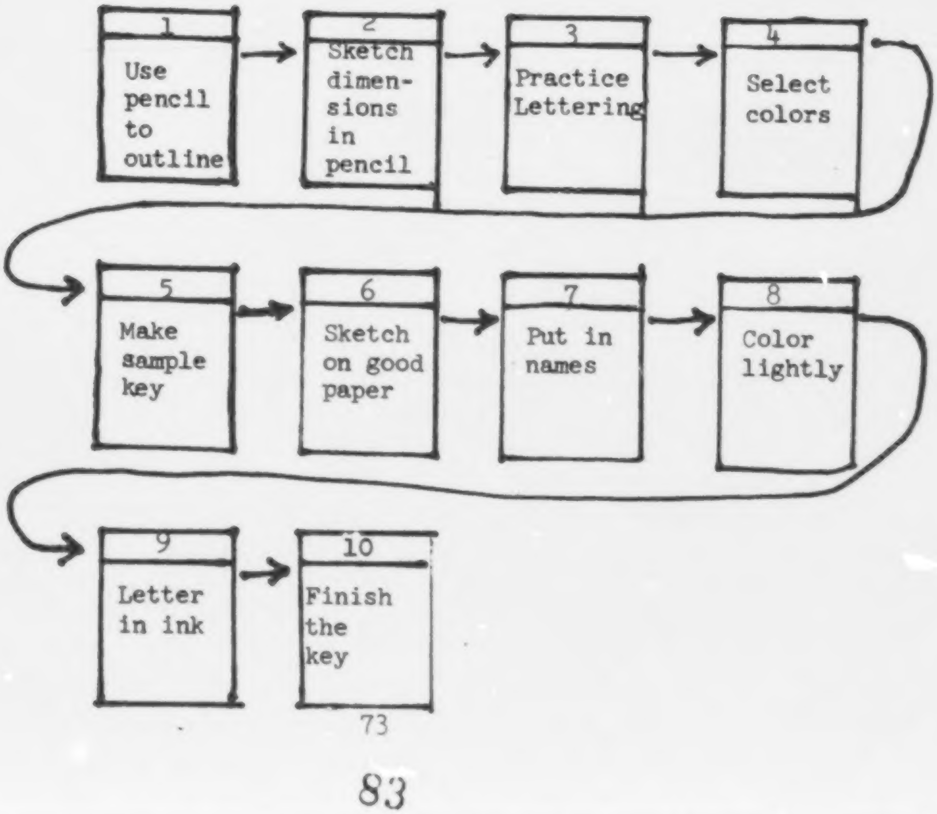
Explanation:

A flow chart shows steps in a process. It is used especially to indicate movement through time, or a process. The coach may use a flow chart to illustrate a football play. You could make a flow chart to diagram the steps in following a recipe.

I. Steps in Baking Pizza
(a flow chart)


1
Preheat Oven to 425°
2
Take pizza from freezer
3
Remove wrapping
4
Place pizza in oven
5
Bake 8-9 minutes
6
Remove from oven
7
Cut with sharp knife
8
Serve while hot

II. Compare this flow chart with the section in this booklet on How To Make a Map:


1
Use pencil to outline
2
Sketch dimensions in pencil
3
Practice Lettering
4
Select colors
5
Make sample key
6
Sketch on good paper
7
Put in names
8
Color lightly
9
Letter in ink
10
Finish the key

Answer the following questions after you have studied the flow chart on pizza.

1. At what temperature is the oven to be set? __________
2. How long should the pizza bake? __________
3. What must be done to the pizza before it is inserted into the oven?

Practice materials:

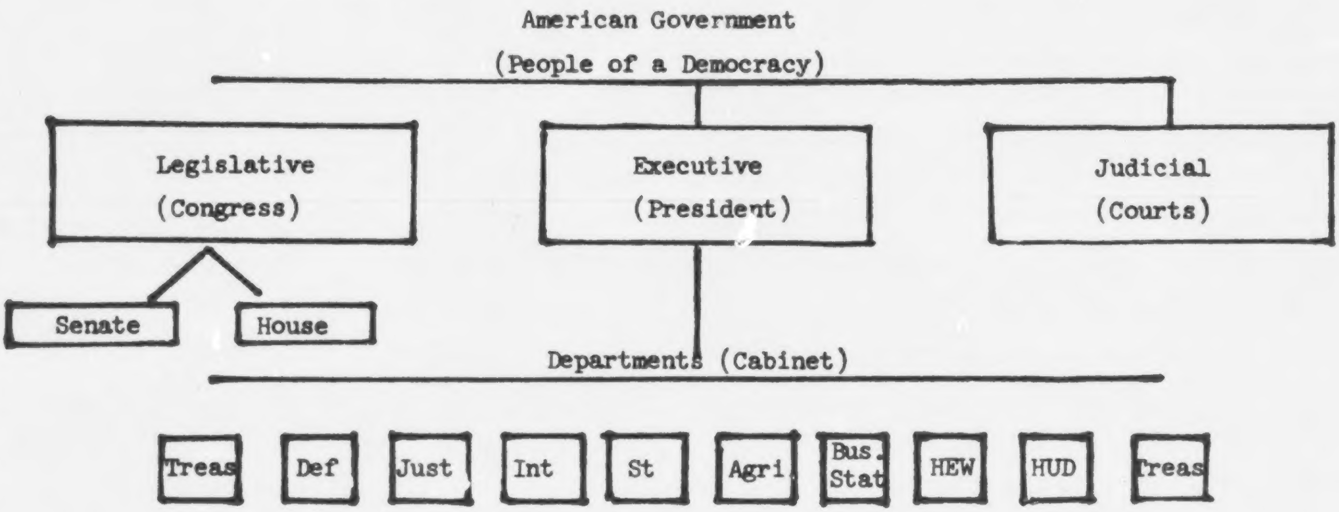
1. Prepare your own flow chart of 6 to 9 steps. You may choose any process you wish to illustrate. Your diagram may flow horizontally or vertically.
2. Consult the section in these social studies skills on "How to Prepare a Research Paper." Make a flow chart of the major steps in writing a research paper.

Test Question 88

XLIII. How to Interpret an Organizational Chart

Explanation:

An organizational chart presents visually a diagram of the parts of an organization. This representation shows at a glance the relations of parts (or people) in a group, jobs they share, divisions of supervision, leaders.


American Government
(People of a Democracy)
Legislative
(Congress)
Executive
(President)
Judicial
(Courts)
Senate
House
Departments (Cabinet)
Treas
Def
Just
Int
St
Agri.
Bus. Stat
HEW
HUD
Treas

Practice Materials:

1. Answer the following questions:
   a. According to the chart above, what are the three main divisions of American government?
   b. Into what branches is Congress divided?
   c. What is another name for the judicial system?
2. Construct an organizational chart of your school, church, or club.

Test Question: 77

XLIV. How to Examine a Newspaper

Most people are selective when they read the newspaper. The papers themselves have very vivid signposts to help the reader locate various types of information.

Headlines identify or sum up the main idea of an article. The front page may have a headline (called a banner or streamer) which stretches completely across the page above the most important news story. Above less important stories, the front page banner may be in only two or three columns.

The first few sentences of a news story are known as the lead (lēd). They are topic sentences which include most of the important information of the article. Usually these introductory sentences include the who, when, where, what, and why of the story.

The front page usually has an index giving the location of the newspaper's regular features. Sports, comics, TV-radio, deaths, want ads and many other sections are listed here alphabetically with their page numbers. The index is usually found at the lower left of the front page.

Sections of the newspaper may be identified by letters or numbers. Often the sections have titles as well, such as "Metro", "People", "Sports". The first section of the newspaper is always news. The sections of the entire paper may be numbered as in a magazine, from 1 to 50 (A-1, B-10, C-18, etc.) or each section may begin with 1 (A-1, B-1, C-1).

The editorial page typically contains two or three editorials, a few cartoons, and a section of letters to the editor. This is essentially an opinion page. While news stories give information, an editorial expresses the thoughts of the newspaper owners and managers. The reader is responsible for accepting or rejecting the reasoning presented in an editorial.

Practice Materials:

1. Look at a copy of the newspaper and answer these questions:

    a. Does this edition of the paper have a banner headline? ___________

    b. How are the pages numbered? ________________________

    c. How many sections are in the paper you examined? __________

    d. On what page does the sports section begin? __________

    e. Does your paper carry "Ann Landers" or "Dear Abby"? __________

    f. Write the main headlines on page one of the news section. ________

    ____

2. Choose a news article from a local paper. Read the article and fill in the following analysis sheet:

    a. headline
    b. who
    c. when
    d. where
    e. what
    f. why

3. Examine several headlines from the newspaper. Headlines are brief, and often suggest (imply) more information than they give. Find one headline that you can interpret in several ways. Give more than one explanation for the headline.

   Unstated meanings are called implications. The meanings a reader derives from the author's implications are known as inferences.

4. Locate the editorial section of the newspaper. Select one editorial and read it. What main idea does the editorial state? Quote this. Does the author of the editorial imply more than he/she states? What inference can you draw from the editorial? These will be meanings that you believe the author intended (implied) but meanings which are not specifically written.

5. Select a different editorial. Using it, contrast the implied information with the stated information.

Test Questions 82, 83, 100

XLV. How to Understand Cartoons

Explanation:

Political cartoons may look like comics, but their purposes are not the same. Political cartoons usually deal with items of interest to a citizen, and have a serious purpose. These drawings may use symbols that represent persons and ideas. Uncle Sam is a familiar symbol for the United States. Often the cartoonist labels his characters or symbols, because the drawing is meant to express a definite point of view.

In many newspapers a cartoon is part of the editorial page and points out the opinion of the newspaper's editors. The purpose of the cartoon may be to make you aware of a problem, to convince you to follow a course of action, or even to stir you to emotions such as fear or anger.

Before you accept or reject the idea of the cartoon you must first make sure you know what the cartoonist is saying. Decide what the figures represent and what actions they are performing.

Practice Materials:

1. In your social studies textbook or a magazine, locate a cartoon. Work together in class to answer the following:
   a. Give the title of the cartoon
   b. Who or what do the figures represent?
   c. Is the cartoonist trying to teach, convince, get sympathy?

2. From the editorial page of the daily paper, cut one of the cartoons. Staple the cartoon to the paper on which you answer the following questions:
   a. Does the cartoon have a title?
   b. If there is no title, create your own.
   c. List the symbols in the cartoon and what they represent:

      ______________ ______________ ______________

      ______________ ______________ ______________

   d. What is the purpose of the cartoon? (to arouse concern, to teach, or to stir emotion?)

   e. Do you agree with the point of view expressed in this cartoon? __________

   f. If you enjoy expressing yourself in this form, draw a cartoon in the space below your answers.

Test Questions: 80 and 81

XLVI. How to Interview People

Explanation:

You are familiar with excellent techniques in interviewing because you have seen these on TV. The reporters who conduct interviews are especially skilled in getting information and arousing interest.

The person granting an interview is giving a service. For this reason, the interviewer (one who does the interviewing) should be considerate and well prepared.

In interviewing, here are some of the guidelines to remember:

1. Ask for the interview ahead of time, either in person or by phone.
2. Keep in mind your purpose. What do you want to find out?
3. Prepare two or three definite questions ahead of time.
4. Begin the interview by introducing yourself and explaining your purpose.
5. Remember that your main purpose is to listen (not to agree or disagree).
6. Take notes, but do not write during the entire time.
7. Don't let the interview last too long.
8. Before you terminate the interview, you may wish to sum up what has been said. Be sure to express your gratitude before you leave.

Practice Material:

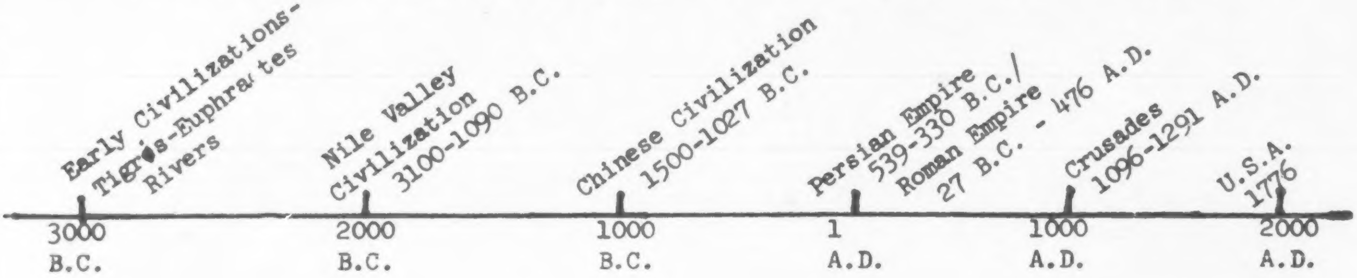
1. It is a good idea to practice your skills in interviewing someone you find easy to talk to. Choose someone you are comfortable with, then follow the 8 procedures outlined above. Write the results of the interview. Include name of person interviewed, date, purpose, information you received.
2. Watch a TV interview, using the above techniques as a check list. How many of the items did the interviewer follow? If any, which did he/she omit? Quote three good questions that were asked.

Test Questions: 78 and 79

XLVII. How to Identify Approximate Time Periods

Explanation:

Most of us usually think about time in three ways: present, future and past. We know the basic vocabulary of time - year - decade - century, but often any event outside our own lifetime is hard for us to measure. To say the earth is possibly 4-1/2 billion years old means very little to us; we cannot comprehend this tremendous expanse of time. Scientists say now that humans have existed for 2-1/2 million years - yet they began to write only about 5,000 years ago.


Early Civilizations-
Tigris-Euphrates
Rivers
Nile Valley
Civilization
3100-1090 B.C.
Chinese Civilization
1500-1027 B.C.
Persian Empire
539-330 B.C./
Roman Empire
27 B.C. - 476 A.D.
Crusades
1096-1291 A.D.
U.S.A.
1776
3000
B.C.
2000
B.C.
1000
B.C.
1
A.D.
1000
A.D.
2000
A.D.

Until humans began to write, or draw on the walls of caves, they left no written record of what they did. Scientists now can help us discover what occurred during the millions of years of prehistory, before there were any written records.

Within this span of time, you may have lived less than 15 years. How does the length of your lifetime compare with the history of our country? With all the years after the birth of Christ? With the 5,000 years back to "ancient times?" Or the beginning of written records?

The following terms will help you to identify the main time periods of history:

Prehistoric Times: Time before written records were kept: from the beginning until about 3,000 B.C.

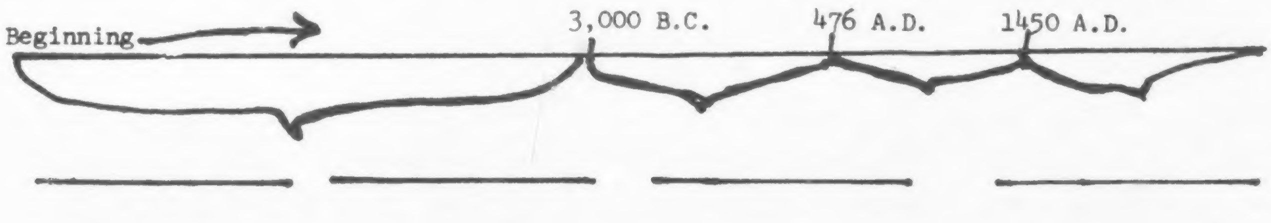
Ancient Times: 3,000 B.C. - 476 A.D.

Middle Ages: 476 A.D. - 1450 A.D.

Modern Times: 1450 - Present

Practice Materials:

1. Label the line below with the main time periods (eras) of history.


Beginning
3,000 B.C.
476 A.D.
1450 A.D.

2. On the lines below fit the events in their proper places below the times when they they occurred. Use letters if you wish.

2,000,000 B.C. 3,000 B.C. A.D. 1492 A.D. 1969 A.D. 1978 A.D.

__________ __________ __________ __________

a. Invention of writing
b. Columbus' discovery of America
c. Possible beginning of life on earth
d. Man's landing on moon
e. birth of Christ
f. Egyptian pyramids probably were built 4500 years ago
g. Viking explorers visited North American shores (about 1,000 A.D.)
h. American Revolution
i. your birth

3. Draw a line similar to the one above. Fill in the dates and the events that were given to you. When you have done that, add important different events to your line at the proper places.

4. Using the information you received above, can you give one event which occurred in the span of time enclosed by the bracket.

A.D. 1000 A.D. 2000 A.D.

__________ __________

5. Give one event which occurred in the time enclosed by each bracket below:

1 A.D. 500 A.D. 1000 A.D. 1500 A.D. 2000 A.D.

__________ __________ __________ __________

6. Use textbooks, encyclopedias, or any available information to fill in the following brackets:

1 A.D. 250 A.D. 500 A.D. 750 A.D. 1000 A.D. 1250 A.D. 1500 A.D. 1750 A.D. 2000 A.D.

a. __________ e. __________
b. __________ f. __________
c. __________ g. __________
d. __________ h. __________

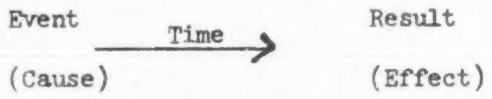
Test Questions: 71, 72, 73, 74

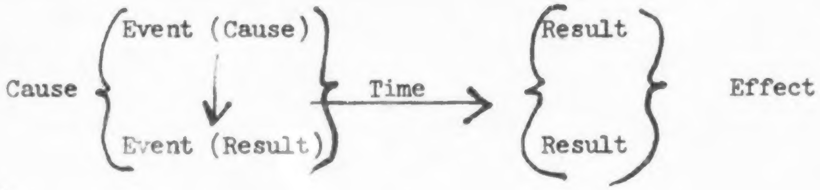
XLVIII. How to Recognize Sequences of Events

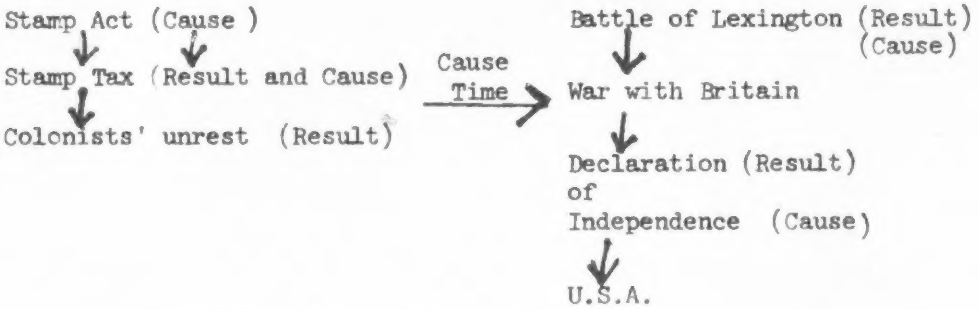
Explanation:

A group of happenings connected by cause-effect relationships from a sequence of events. Cause and effect are joined like before and after: cause leads; effect follows.

Often a series of events which form a sequence combine to form a cause of occurrences (effects) which result afterward.


Event
Time
Result
(Cause)
(Effect)


Cause
Event (Cause)
Event (Result)
Time
Result
Result
Effect


Stamp Act (Cause)
Stamp Tax (Result and Cause)
Colonists' unrest (Result)
Cause
Time
Battle of Lexington (Result)
(Cause)
War with Britain
Declaration of Independence (Result) (Cause)
U.S.A.

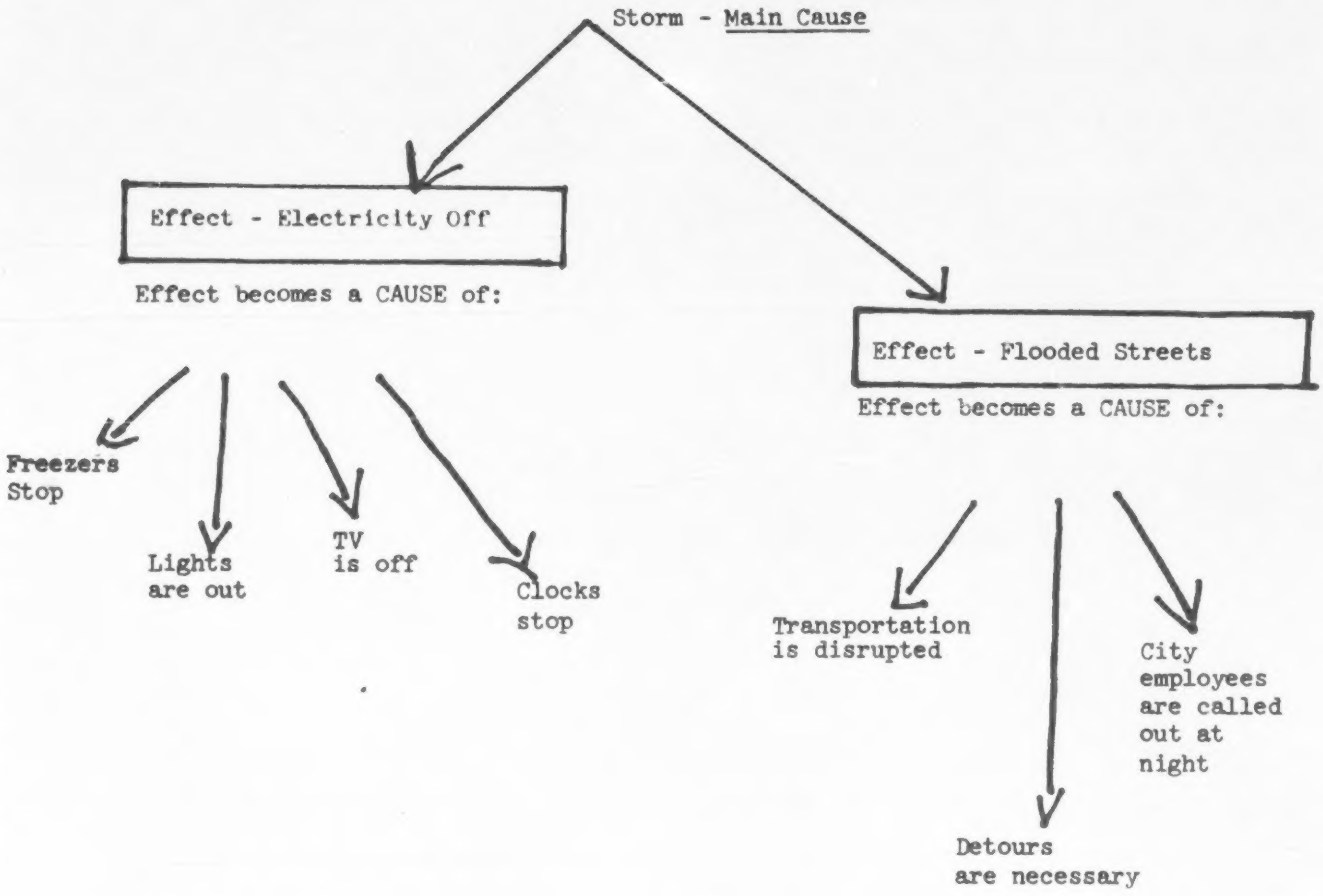
Very few events are isolated without being either the cause or the result of other events. As you can see from the diagram above, causes produces a result, and both of them may combine, over a period of time, to bring about more results which themselves causes. In the order of time, a cause must exist first; an effect follows a cause.

Have you ever heard the quotation:

> "For want of a nail, the shoe was lost
> For want of a shoe, the horse was lost
> For want of a horse, the rider was lost
> For want of the rider, the battle was lost
> For want of the battle, the war was lost,
> All for the want of a horseshoe nail."

The occurrences recounted here illustrate the cause-effect relationship of a series of events. The horseshoe nail begins the chain in which each effect turns into a cause. This series of events is very simple, concerned with only one result of each cause.

We had a storm last week which caused some power lines to come down. Electricity was cut off in several areas. Freezers and electric clocks stopped running.


Storm - Main Cause
Effect - Electricity Off
Effect becomes a CAUSE of:
Freezers Stop
Lights are out
TV is off
Clocks stop
Effect - Flooded Streets
Effect becomes a CAUSE of:
Transportation is disrupted
Detours are necessary
City employees are called out at night

Practice Material:

1. Tell one thing that happened to you or a decision you made today. What caused it to happen? What occurred as a result of this experience? Link at least three happenings as a chain of events in which the first in time will be a cause, the second will be the effect of the first, and the second will also be the cause of the third.

2. Thomas A. Edison's invention of the phonograph (record player) in 1877 ranks as one of the world's most original machines. Using the phonograph as a cause, diagram some of its effects. You may include industries, professions, communications which have developed, as well as other inventions and recreations.

Test Questions 84, 85, 86

XLIX. How to Classify Facts

Explanation:

To classify means group events, people, or facts that are similar. Many items can be put into more than one class. The classes are known as categories. Items that belong in categories are members of the class.

Alaska, Ohio River, Washington, D.C. can be classified as places or locations. They can be further classified as state, city, river.

After you read these sentences, group the like items into classes (categories).

My mother is preparing chicken for dinner.
My sister would rather eat salad.
Jeaneen, my friend, eats hamburgers every day.

categories →	People	Food	
	mother	chicken	
members	sister	salad	members
	friend	hamburgers	

Sub-classes are more exact classes or divisions such as:

Family members	Meat
mother	chicken
sister	hamburgers

Practice Material:

1. In each column circle the category:

reading	plane	pants
entertainment	car	shirt
TV	transportation	clothing
movies	boat	nest

2. Read the following paragraph:

> Many Indian tribes lived in Ohio during the course of its history. The four most important tribes were the Miami, Wyandat, Shawnee, and Delaware. All of these tribes migrated to Ohio from other areas such as Pennsylvania, New York, and New Jersey.

List two categories of facts in the above reading. Under each category, put the members.

category (class) → ______________ ______________

Members {

Test Questions: 75 and 76

L. How to Evaluate Information

Explanation:

The only time we can be certain that something is a fact is when we have seen or heard it ourselves. Direct, first-hand experience is known as a "primary source." Having an event or knowledge related to us by another person is a "secondary source."

How much of your knowledge is obtained from the authority of your first-hand experience? Almost all information comes to us from other people, from newspapers, magazines, radio, TV, maps. Even the best of these may have some errors.

An opinion is not the same as a fact. An opinion may be wrong and may change as a result of additional information. An opinion may be as false as the belief that the earth was flat. In forming and defending our opinions, we must be able to judge the sources of information. Does a radio or TV account tell the whole truth? Will the driver of a car involved in an accident express himself about the details in the same way as the driver of the car that was totaled?

In forming your opinions, base your judgments on the following guidelines:

1. Obtain accurate information from primary sources if possible
2. Avoid being led by your feelings
3. Don't believe everything you hear in advertising or in "surveys".
4. Analyze the abstract words that are being used, especially such words as "peace", justice", "dishonest".
5. Beware of general or inclusive statements about groups: "students", "all", "everyone", "teenagers".
6. Do not confuse "before" with "cause". One event that happens immediately after another is not necessarily the effect of the first.

Practice Materials:

1. Watch two different news programs on TV. In one or two sentences, describe each of the following. (Be sure to include the name of the program and specific incident.)
    a. Use of emotional words by reporters
    b. Use of pictures to arouse viewers' emotions
    c. Use of general or abstract words
    d. Use of inclusive statements

    What are the advantages of listening to different, conflicting points of views?

    ____

    ____

2. Watch a fictional TV program (This does not include news or a game show.) Evaluate by answering the following questions:

   a. Was there violence?
   b. If there was a social message, identify it.
   c. Was there evidence of prejudice? Explain
   d. Did you learn anything from the program?
   e. Did this program encourage escape from reality?

   Develop a list of points that would be helpful in determining whether a TV program is intended primarily to give information or to bring about an emotional response.

   Test Questions: 67, 68, 69, 70, 98

LI. How to Identify the Main Idea

Explanation:

You may be accustomed to expect the main idea of a paragraph to be located in a topic sentence at the beginning of each paragraph. As you progress in school and your reading materials become more difficult to comprehend, you will see that the main idea of a paragraph may be located in different places. Sometimes a paragraph which is developed differently builds up to the main idea at the end of a paragraph. Examples and details may be developed, and the final sentence may summarize the first part.

Sometimes the main idea (topic) lies in the middle of several supporting ideas. Wherever the main idea is placed, your ability to locate information quickly in reading material is essential to your speed and thoroughness in completing assignments.

Practice materials:

1. Read the following paragraph and state the main idea:

   Energy can be defined as the ability to do work. It can take many forms. Among those we know best are light, heat, electricity, sound, atomic energy, mechanical energy, and chemical energy. All these forms of energy help us get things done with less expenditure of human or animal effort.

   a. Select the topic sentence which gives the main idea.
   b. How do the other sentences develop the main idea?
      By giving details: ______________________________
      Examples: ______________________________
      Explanation: ______________________________

   c. Rewrite the above paragraph, putting the topic sentence in another place.

2. Read the following:

   Many people believe that Columbus was the discoverer of America. This is probably not true, as the Indians and Vikings were in this area centuries before Columbus sailed in 1492. Some ancestors of the present-day Americans came across a narrow strip of land that is now the Bering Strait, which thousands of years ago was a strip of land connecting North America and Asia.

   Choose the sentence that best states the main idea of the paragraph:

   a. Columbus was the first to discover America.
   b. The Vikings were the first to reach America.
   c. Columbus came to America after the Vikings and Indians.

3. Choose four paragraphs from various places in your textbook. Determine the main ideas of each paragraph. Is the main idea contained in one sentence? Is the sentence near the beginning, middle, or end of each paragraph? (List the page numbers of the paragraphs you choose to avoid copying.)

   Test Question: 87

LII. How to Develop a Main Idea

Explanation:

Organizing information and thoughts around a main idea is the way to build paragraphs. A paragraph is a series of sentences developing a topic. The main idea is not necessarily in the first sentence, but it usually appears in a topic sentence somewhere in the paragraph.

One way of developing a topic into a paragraph is to begin with a statement, then to give examples of the statement. "Winter in Ohio provides variety." Follow the statement with examples. "The Christmas holidays are usually cold but pleasant." "In January there may be a blizzard." "Sometimes spring flowers arrive in March before the calendar shows that winter is over."

A paragraph may begin with a question which is the topic sentence. The sentences which follow answer the question and complete the paragraph.

Another method of developing a paragraph is by *giving details*. If a topic sentence of a paragraph states, "Many strange things occur in nature" the reader expects some of these things to be mentioned. The remainder of the paragraph would probably specify what particular strange yhings occur, thus supporting the topic sentence.

A topic sentence may be developed by *telling a brief story*. "Thomas A. Edison was an inventor who inspired legends." The paragraph probably would relate an incident illustrating one of these legends.

A well-written paragraph gives a main idea in a topic sentence. This idea could be turned into a question, and the paragraph would be developed by *giving supporting facts* which answer the question.

Practice Materials:

Use each of the following sentences as topic sentences. Build a paragraph around each sentence. Use a different method of development for each. Specify the method you choose.

1. Electricity has simplified housekeeping tasks.
2. A consumer may save money by reading ads.
3. A recent government study reported various uses of the paper clip.

Test Question: 97

LIII. How to Improve Writing Skills

Explanation:

This section is concerned with improvement of your writing technique. You are able already to develop a paragraph around a main topic. You have practicied explaining and completing your subject by exploring sub-topics. Consider now the following points for better writing:

1. Make your meaning clear
2. Be as definite as possible
3. Use transitional elements
4. Be descriptive
5. Use quotations

The primary concern of any writing is to express meaning, to communicate thoughts to the reader. Whether you use your paragraphs to describe, explain, or defend your opinions, the basic rule is make your meaning clear.

Does the phrase "many people" mean "twenty people" (how many there may be ahead of you in line), "a hundred people" (on that airplane flight), or "52,000 people" (at a Red's game)? Be as definite as possible without burdening your paper with statistics. Instead of telling your reader that the years 1860-1865 were filled with unrest, mention specific problems of the Civil War.

You have studied cause-effect relationships and sequence of events. Apply this knowledge to your writing, and try to let one sentence build upon another. When progressing from one paragraph to another, make use of transition words or phrases. "For this reason," "Because of this," "On the other hand," "In addition," are phrases which connect the tought that is coming with the idea stated previously.

The use of description will increase the impact of your writing. When you relate the misfortunes of the American working people in the early twentieth century, mention specific problems such as the filth and disease surrounding the meat packing industry. Describe the rats which inhabited the factories and the lack of safety devices in the packing plants. For additional effect, find a description by Lincoln Steffens or Upton Sinclair and use this as a quotation. Include an account by one of the "muckrakers" of the conditions of the tenements which housed the immigrant laborers in New York City.

Practice Materials:

Apply the above guidelines in writing an essay about teenage problems.

Present five problems common to teenagers. Select one of these problems. Describe the problem and devise a solution that would be acceptable to many of the young people.

Test Questions: 94, 95, 96

LIV. How to Organize Information

Explanation:

Organization means putting together the things that belong together. Suppose you have done a great deal of reading on a subject for a class report. The amount of knowledge you have must be organized for you to understand your subject, and for you to be able to explain it to others. You need to think over what you intend to say or write in order that the main ideas are developed by means of examples or explanations which explore your subject more fully.

There are several methods of organizing information. One way is to organize material by time, in the order in which the events occurred. This would be a clear way of presenting a report on the American presidents or the battles of World War II.

The section in this booklet on outlining will help you in organizing a talk or a paper. When you outline, group ideas into categories (main subjects). Explain these subjects in more detail by the use of sub-topics, or minor topics, which give additional information or details.

If you are preparing a project on Ohio, keep your information centered around Ohio. No matter how interested you may become in Indian tribes of New York or the origin of sports in Pennsylvania, continue to center throughts around your specific subject. In the same way, Lake Erie will be the most important of the Great Lakes in the development of your state; it is not necessary to devote much space in an Ohio project to the other lakes.

You may be asked this year to do an Ohio project. You could start with reading the encyclopedia article on Ohio and consulting the "see also" list at the end of the article. As you read, follow up the ideas that interest you.

In a project about Ohio, what are some of the topics you may investigate? You will come across much information on cities, geographical features, products, history, presidents, careers, recreation areas. As you read and talk to people about Ohio, you may decide that products are not so important to you as recreation areas. You may limit any mention of careers to those related to recreation and tourism. As you gather maps and travel folders, you may realize that you have omitted Ohio's nickname, special tree, state bird, state flower, and state drink. You may discard certain aspects of the report, while you include items of interest that you can draw or find pictures of. Finally you may assign special areas of your report to: Geography of Ohio, History of Ohio, Attractions of Ohio. You might eventually decide to limit the project to Inventors of Ohio, including a map designating where the inventions were made.

Whatever you include, be sure to organize your work by using:

1. Title
2. Table of Contents. Give page numbers of your papers. (It is best not to number until you are satisfied that your papers are in final order.
3. Body. Include your reports and maps after you have established their order.
4. Sources. This may be a list at the end of the project which tells the books, articles, and people you consulted.

To make your work more attractive, you may provide a cover or folder for your written material. Additional posters, maps, illustrations that will not fit into your folder can be mounted on poster board or construction paper.

Practice Materials:

1. Which of these do not belong in a report on Ohio?

   a. Mississippi River
   b. Columbus
   c. King's Island
   d. Wright Brothers
   e. Making glass
   f. Delaware Indians
   g. William Henry Harrison
   h. Cincinnati Reds
   i. Ohio River

2. Give a heading for each of the following groups connected with Ohio. Tell how each group has something to do with your state.

Heading ______________________

boating
fishing
horseback riding
baseball

Heading ______________________

Delaware
Wyandot
Miami

Heading ______________________

Columbus
Akron
Cleveland
Dayton

Heading ______________________

Maumee
Scioto
Cuyahoga
Hocking

Test Questions: 89, 90

XLV. How to Prepare a Research Paper

Explanation:

FIND INFORMATION

If you were assigned a research paper to be written in one week on the subject of Ohio, your first task would be to limit your subject. In order to do this, you would probably visit the library, consult the card catalogue, and ask the librarian to help you find the available information.

SKIM LIMIT

Once you have located information on the broad subject, you begin to skim through materials in order to limit your paper to a more specific subject than "Ohio". Once you have decided on the subject of "Early Indians of Ohio", you have a working title and a smaller area of concentration.

TAKE NOTES

You probably will decide to take notes in a way that will make your writing as easy as possible. Because you refuse to waste time copying pages of unnecessary information, you begin your notes on cards or small pieces of paper.

WRITE BIBLIOGRAPHICAL DATA

Each time you begin skimming a new book or magazine, write the bibliographical data on the card. The data should include: author's name, title of book or article, place of publication, publisher, date of publication.

When you begin taking notes on cards, it is a good idea to number your cards and to be sure that the name of the author appears at the top of each card. You will find it easier to write on only one side of the card. When you copy exactly from the book, put quotation marks around the material. It is much easier to summarize in your own words than to quote extensively.

OUTLINE

After note taking is completed, you will be ready to assemble your information into group categories or sub-topics. At this point, you should make an outline of the paper.

WRITE

Begin writing the introductory paragraph. This is often the hardest task of the entire paper. Often you will not be satisfied with this paragraph and you may rewrite it completely later. Once you have begun your writing, follow the outline and use your notes. Write the main idea of each paragraph in a topic sentence, and develop paragraphs by means of explanations, examples, and supporting details. If you quote directly from a source, use quotation marks and include a footnote. If you summarize or use your own words, quotation marks are not necessary.

INCLUDE FOOTNOTES

WRITE CONCLUSION

The last paragraph or two form the conclusion of your paper, which restates the ideas of the introductory paragraph and sums up the paper.

Reread the paper for grammatical correctness and coherence. Insert footnotes and make a bibliography.

Footnotes are used partially to give credit to the sources you have used: books, encyclopedias, articles. Always place a footnote number after a quotation. Footnotes are to be numbered from beginning to end of the paper; do not begin again at "1" on each page.

Some teachers require the footnote references to be placed at the bottom of the page on which the note appears; others want them on a separate page at the end of the research paper.

Here are a few sample footnotes. Follow this form exactly:

Book:

[1] Jerry L. Flanagan, Ohio's History (New York: Elliot Press, 1978), p. 13

Encyclopedia article:

[2] "Ohio", World Book Encyclopedia, 14 (Chicago, 1977), 218

Newspaper article:

[3] Tony Person, "Touring Ohio", Cincinnati Post-Times Star, October 27, 1978, p. 10

Magazine:

[4] Ig Barbour, "Amazine Ohio", Newsweek, October 20, 1978, p. 44

A second reference to the article or book uses only the author's last name and the page number.

A bibliography is an alphabetical listing of all the sources you used in writing the paper. Bibliographical data follows the research paper. Authors are listed by last name first. In publications where the author is unknown, the publisher is listed alphabetically. Follow the form exactly.

Bibliography

Barbour, Ig. "Amazing Ohio", Newsweek, October 20, 1978, p. 44

Flanagan, Jerry Ohio's History. New York: Elliot Press, 1978

Person, Tony "Touring Ohio", Cincinnati Post-Times Star, October 27, 1978, p. 10

World Book Encyclopedia, Chicago, 1977

A title page and revised outline complete your paper. The order of pages should be:

Title page (title of paper, your name, date)
Outline (see Part I, Chapter IX for form)
Body (the paper)
End Notes (if footnotes were not included in body)
Bibliography

Practice materials:

1. Put the following information into the proper form for a footnote:

    a. page 17 in a book by Tony Moore named Recreation Areas of Ohio, published by Signet Press in New York City in 1976

    b. An article by Joe Moran on page 48 of Motor Trends magazine, September 24, 1978. The title of the article is "Touring the Great Lake States".

2. Use the above information to make bibliographical entires.

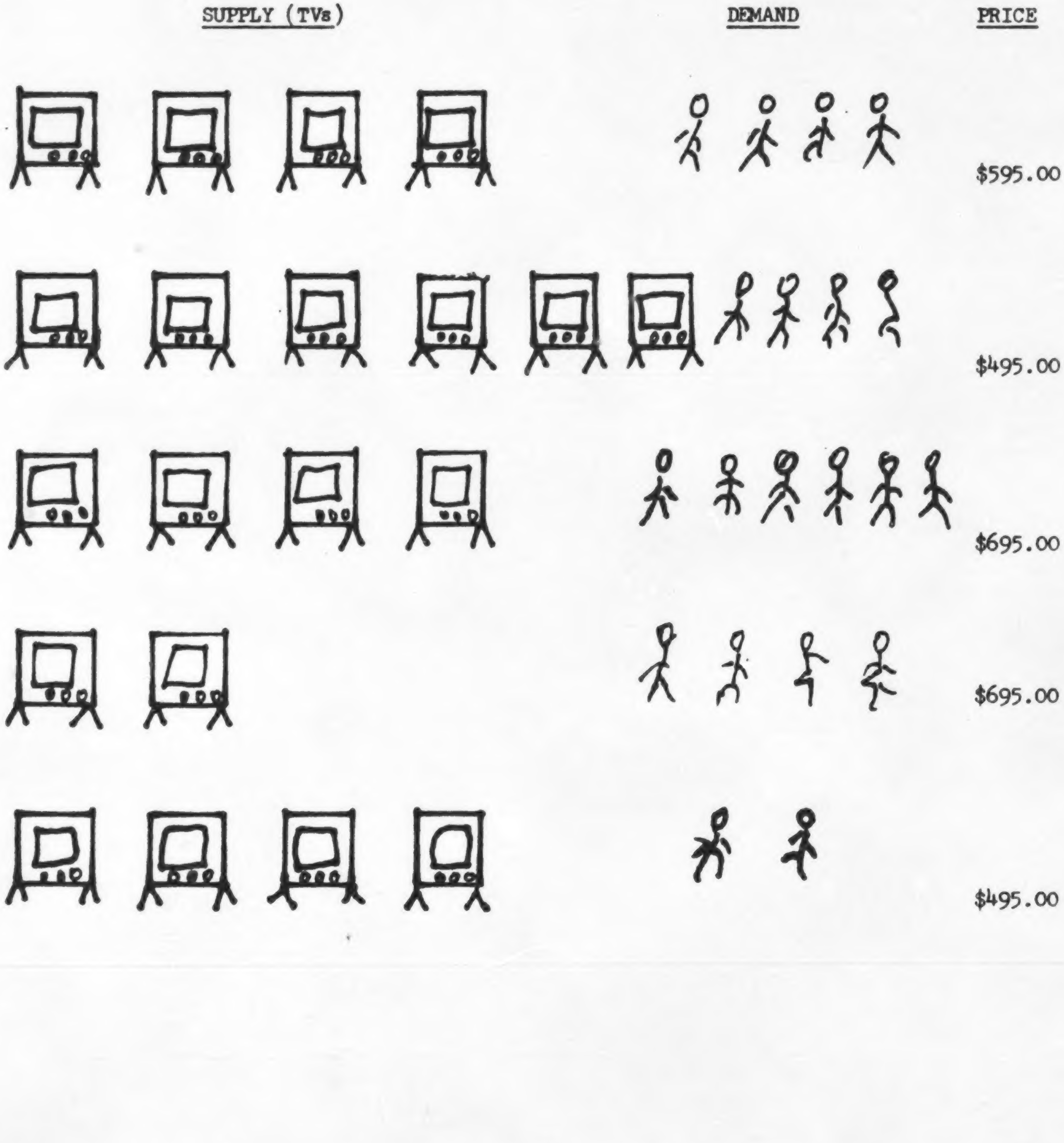
3. Prepare a short research paper on Ohio. Your teacher may approve another topic for your paper.

    Test Questions: 91, 92, 93, 99

LVI. How to Think Critically

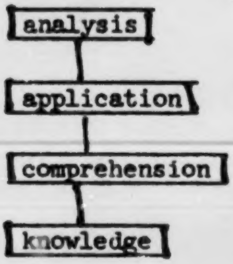
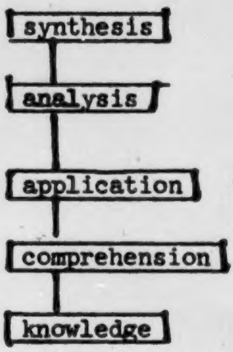
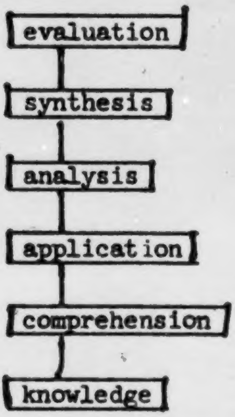
Explanation:

As an introduction to an economics lesson developing the law of supply and demand, the following diagram is presented:


SUPPLY (TVs)
DEMAND
PRICE
$595.00
$495.00
$695.00
$695.00
$495.00

The manner in which the lesson is developed illustrates the teacher-student interaction and questioning methods which develop skills in critical thinking.

Questions Asked	Student Ability	Category of Thinking	Illustration
Describe the law of supply and demand Show the law of supply and demand by use of TV, buyers, and price change chart that has been used. (repeat what teacher has said)	Memory/Recall	Knowledge	knowledge
Explain the law of supply and demand Summarize the law of supply and demand Interpret the chart illustrating the law of supply and demand	Grasp the meaning	Comprehension	comprehension knowledge
Construct a chart illustrating the basic laws of supply and demand	Apply principles to new situation	Application	application comprehension knowledge

Questions Asked	Student Ability	Category of Thinking	Illustration
Give some reasons why prices on Consumer Price Index rose last month. If the price of TVs goes down because of an increase in general production (or increase in cheap foreign imports), what might some manufacturers of American TVs decide to do?	Understand organization; generalize; break down material	Analysis	 analysis application comprehension knowledge
Write a well-organized paper explaining the law of supply and demand as it influences price fluctuation	To put pieces of knowledge together to form a new whole	Synthesis	 synthesis analysis application comprehension knowledge
Determine the qualities of good TV. Rate your TV and one other according to these standards on a performance scale of excellent to poor	To judge the value of material based on specific means of rating	Evaluation	 evaluation synthesis analysis application comprehension knowledge

You have probably noticed that throughout Part II of these skills the practice materials have increased in depth and difficulty. Development of skills in critical thinking is an educational objective for more advanced students. Critical thinking includes all thought processes beyond the memory category. It is quite likely that students who have more practice in using intellectual skills will develop their skills to a greater degree than individuals who do not exercise them.

Knowledge of each category of thinking skill is not necessary. Awareness that there is a progression in the aspects of critical thinking will encourage many students to engage in diversified mental activities and to expect more than mere question-answer. Memory alone does not produce an educated adult; in fact, reliance on simple memory will not qualify an adult as literate.

Practice Materials:

Proceed step by step through the lesson outlined in Explanation.

Ten Basic Suggestions to Social Studies Students for Improving Your Writing

Here—briefly stated and with examples—are ten suggestions to improve your writing. You may not be able to use all of them at the same time, for writing assignments vary in purpose. However, these ten guidelines, which are divided into three areas, can assist you to write papers that are stimulating and readable. ***Here's to your good writing!***

by Daniel Roselle

Sketches by Robert Diamond

A NOTE TO TEACHERS: This material has been prepared in response to the request of many teachers for assistance in developing the writing skills of their students. It is designed to provide students with specific guidelines for writing effectively. Reprints may be purchased from the National Council for the Social Studies, 1515 Wilson Boulevard, Suite 101, Arlington, Virginia 22209. Price: Classroom Packet of 15 copies, $3.00 per packet. Please send payment with order, except those on official school purchase order form.

AREA I: GOOD WRITING IS CLEAR

1. DO NOT BE PRETENTIOUS. *Express yourself clearly.*

Pretentious

Mary J. Youngquist illustrates pretentious writing carried to an extreme:

"A triumvirate of murine rodents totally devoid of ophthalmic acuity was observed in a state of rapid locomotion in pursuit of an agriculturalist's uxorial adjunct."

Better

Three blind mice ran after the farmer's wife.

••• ••• •••

Pretentious

As Edith Hamilton, distinguished scholar of Greek culture, once pointed out, Abraham Lincoln at Gettysburg did not say:

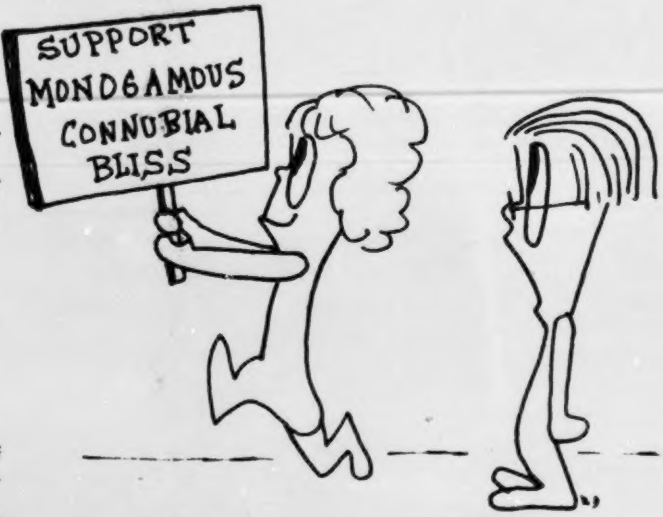
"That political supervision of the integrated units, for the integrated units, by the integrated units, shall not become null and void on the superficial area of this planet."

Better

Abraham Lincoln did say:

"That government of the people, by the people, for the people, shall not perish from the earth."

••• ••• •••



Do Not Be Pretentious

Pretentious

Many American women accept monogamous connubial relationships.

Better

Many American women marry.

2. BE SPECIFIC. *Use concrete words, rather than general terms.*

Too General

There are thousands of interesting and unusual organizations in this country. Their names demonstrate that they represent a variety of occupations and professions.

Better

There are over 14,500 national organizations in the United States that represent a variety of occupations and professions. These include: the National Council for the Social Studies, American Cricket Growers Association, Popcorn Institute, Red Suspender League, Dracula Society, National Potato Promotion Board, and Flying Dentists Association.

••• ••• •••

Too General

In the eighteenth century, a symbolic ceremony celebrated the transfer of authority of government from one autocratic ruler to the next. It showed that there was no democracy in the nation, only tyranny.

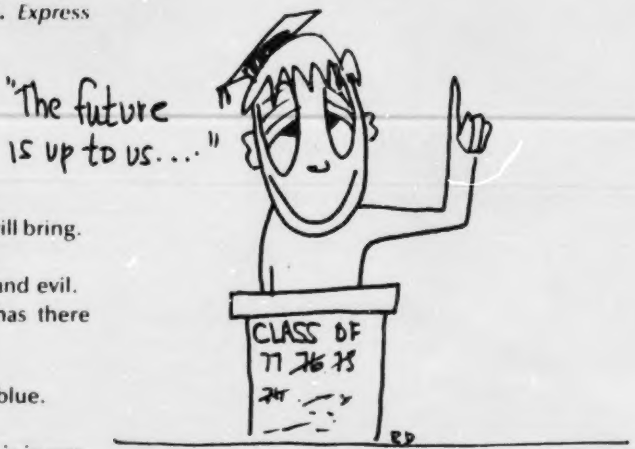
Better

In 1715 the Duke of Bouillon placed a black feather on his cap and walked out to the balcony of the great palace at Versailles. He looked for a moment at the crowd below, which, according to biographer Nancy Mitford, was "curious but not sad." Then he solemnly announced: "The King is dead!" The Duke then returned to the palace, put on a white feather, and went out to the balcony again. This time he proclaimed: "Long live the King!" With this symbolic switching of a black feather for a white, the long reign of Louis XIV had ended, and the rule of Louis XV, his great-grandson, had begun. The French people had nothing to say about this transfer of power.

3. AVOID OVERWORKED STATEMENTS. *Express your ideas in fresh and original ways.*

Overworked Statements

- We live in critical times.
- The future is up to us.
- No one can foresee what the future will bring.
- It is time for someone to speak out.
- Science can be used for both good and evil.
- Never in the history of the world has there been such a situation.
- Mankind is at the crossroads.
- The news came like a bolt from the blue.
- There are many burning issues.
- It goes without saying that the nation is in peril.
- The fate of the world is in our hands.


"The future is up to us..."
CLASS OF
77 ~~76~~ ~~75~~ ~~74~~
RD

Avoid Overworked Statements

4. DO NOT STEREOTYPE INDIVIDUALS

Stereotyping

The trial jury, which deliberated a third day without reaching a verdict, is a conventional slice of Middle America.

Better

The trial jury, which deliberated a third day without reaching a verdict, includes five housewives, a nurse's aid, a steel worker, a banker, an unemployed painter, a college professor, an engineer, and a chemist.

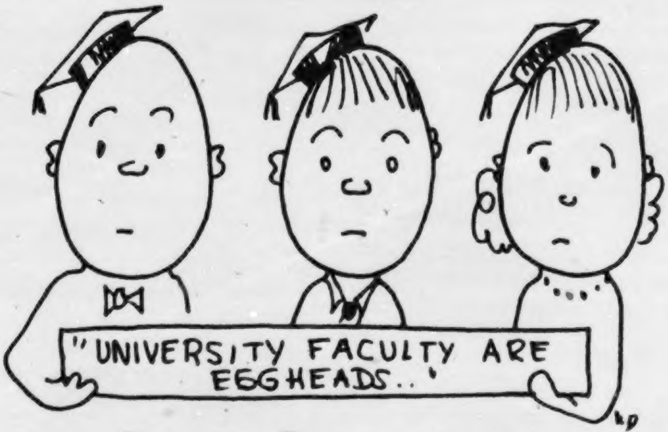
Stereotyping

Men living in the suburbs like to join country clubs, to play golf on Sunday, and to drive sports cars.

Better

George Thompson, who lives in a suburb of New York City, likes to join country clubs, to play golf on Sunday, and to drive sports cars. His next-door neighbor, Robert Shore, shuns country clubs, dislikes golf, and rides the train to work.

••• ••• •••



Don't Stereotype

AREA II: GOOD WRITING SHOWS RELATIONSHIPS

5. LINK PARAGRAPHS. *Wherever possible (but not always), connect the end of one paragraph with the beginning of the next.*

Example 1

The names of individuals are not always what they seem. Thus, Mother Goose was really a sophisticated Frenchman named Charles Perrault, and not a sweet, silver-haired grandmother who lived in a thatched cottage and wrote her stories by candlelight. Similarly, Joseph Stalin's real name was Iosif Vissarionovich Dzhugashvili.

Link →

This change in Stalin's name is particularly important, for "Stalin" means "Man of Steel." The significance of this fact for the etc.

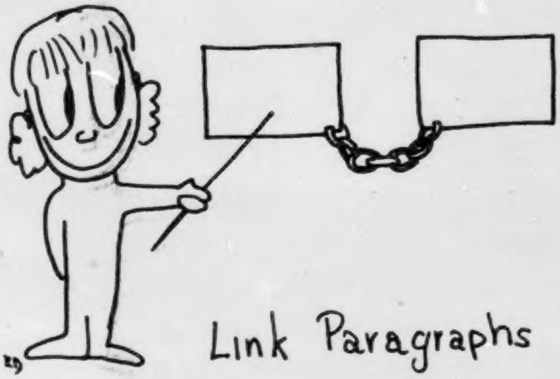
*** *** ***

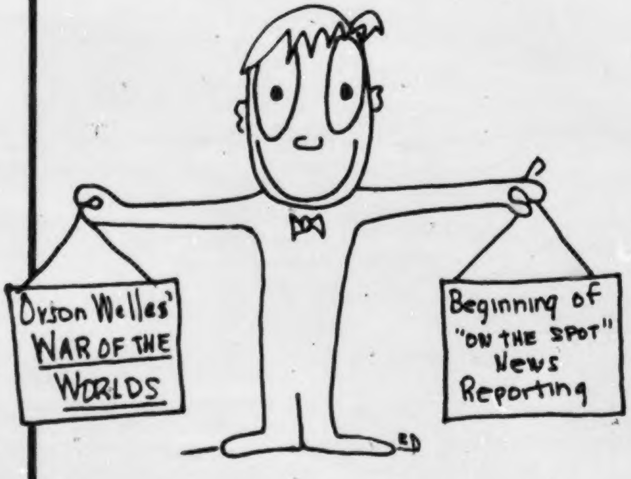
Example 2

A few days after the bomb was dropped on Hiroshima, Russia entered the war against Japan and invaded Manchuria. President Truman again demanded that Japan surrender. When the Japanese did not, a second atomic bomb was dropped, this time on the city of Nagasaki.

Link →

This second bomb struck Nagasaki on August 9, 1945. Five days later, Japan surrendered. In September, the Japanese representative, Mamoru Shigemitsu, signed etc.




Orson Welles' WAR OF THE WORLDS
Beginning of "ON THE SPOT" News Reporting
ED
Set time by Parallel Events

6. SET TIME BY PARALLEL EVENTS. *However, remember that this is just one of several ways of setting the time of an event.*

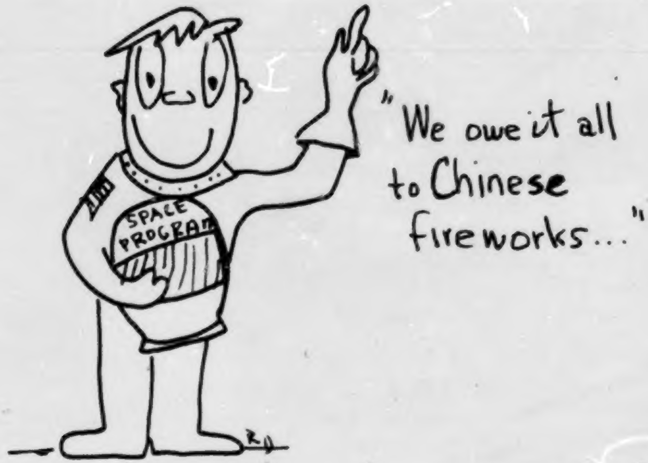
Parallel Timing

Starting about 2,000 B.C.—when the Egyptian civilization was already established, and the earliest Greeks were migrating into the Aegean area—the so-called "Latins" began to move into the Italian peninsula.

*** *** ***

Parallel Timing

In 202 B.C.—about the time that Asoka's Indian empire was crumbling, and Hannibal's Carthaginians were facing defeat by the Romans—a great new dynasty arose in China. This was the Han Dynasty.


"We owe it all to Chinese fireworks..."
SPACE PROGRAM

Link Past and Present

7. **LINK PAST AND PRESENT.** *However, do not strain to find links that are not really there.*

Linking Past and Present

Why should we study about the ancient Greeks? Are we influenced by them?

We are—if our names are George, Anthony, Dennis, Eugene, Gregory, Homer, Myron, Nicholas, Philip, or Theodore. Or if our names are Agatha, Agnes, Catherine, Corinne, Cynthia, Doris, Rhoda, or Thelma. These names are probably derived from the Greek language.

*** *** ***

Linking Past and Present

Many of our twentieth-century ideas of decimals, minus signs, and numerals may be traced back to India. So can our place-value system of numbers, in which we say 1977 is one thousand, nine hundred, seventy-seven because of each number's place in the figure.

AREA III: GOOD WRITING IS WELL RESEARCHED

8. USE PRIMARY SOURCE MATERIAL. *Primary source materials include the direct impression and expression of people living at the time of an event.*

No Primary Source Material

Dr. Martin Luther King was a stimulating speaker. He delivered a speech at the Lincoln Memorial during the Civil Rights March on Washington, D.C., and it moved people greatly.

Primary Source Material

Dr. Martin Luther King was a stimulating speaker. In his speech at the Lincoln Memorial during the Civil Rights March on Washington, D.C., he moved people deeply when he said:

Primary Source Material → "I have a dream that one day this nation will rise up, live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal'."

••• ••• •••

No Primary Source Material

In 1775 the Foundling Home had the responsibility of caring for thousands of homeless babies. Anyone who visited it said that conditions there were very bad.

Primary Source Material

In 1775 the Foundling Home had the responsibility of caring for thousands of homeless babies. Conditions there were shocking; and Hester Lynch Thrale, an Englishwoman who visited the Foundling Home, wrote:

Primary Source Material → "I saw whole Rows of swathed Babies pining [away] to perfect Skeletons & expiring in very neat Cribs with each a Bottle hung to its Neck filled with some Milk Mess, which if they can suck they may live, & if they cannot they must die."

Use Primary Sources

9. SUPPORT YOUR GENERALIZATIONS WITH EVIDENCE

Support your Generalizations with Evidence

Unsupported Generalization

Of course, we all know that computers affect everything that we do. No one can argue with this obvious fact.

Supported Generalization

Computers affect our lives in many ways. For example, according to Samuel Zagoria, a member of the National Labor Relations Board:

- A computer in Washington, D.C. is analyzing heart conditions of New England patients via long-distance transmissions of cardiograms.
- At Grand Coulee, computers monitor 420 relay and circuit breaker contacts one thousand times every second.
- Travel at sea is safeguarded by a string of computer-operated Coast Guard lighthouses that detect fog . . . and can even change burned-out lamps if necessary.

Reports from Massachusetts Institute of Technology also make clear the importance of computers.

10. READ

Read as much as you have time for, and then make time to read more! Read—not in order to imitate the styles of others, but to increase your sensitivity to words, to ideas, and to the unlimited possibilities of human expression. Above all, read for enjoyment; and, in time, you may find that your own writing is a source of enjoyment for others.

PART II

TEACHER SECTION

EVALUATION ITEMS (PRE TEST - POST TEST)

Test Questions (#1)

1. The arrangement of an encyclopedia is

   a) chronological b) alphabetical c) historical

   d) biographical

2. For information on "The Building of Railroads," the encyclopedia volume to consult would be

   a) T b) B c) R d) O

3. Usually the index of a book is found in the

   a) rear b) front c) separate volume

   d) table of contents

4. The index of a book is arranged

   a) chronologically b) alphabetically c) in the order in which the information is found in the book d) historically

5. When you make a current events report, you should

   a) include everything in the article b) tell the main interesting points c) read the entire article to the class

   d) all of these

6. An atias is a collection of

   a) stories b) maps c) news articles d) words

7. A grid location is found by using

   a) letters and numbers at the sides of the map b) the table of contents c) the dictionary d) encyclopedia

8. All of the U.S. lies in

   a) north b) south c) east d) west

9. On most maps, east is at the

   a) top b) bottom c) right d) left

10. From Ohio, California is

    a) north b) east c) west d) northeast

11. A scale of miles helps to figure

a) distance b) direction c) elevation d) all of these

on a map.

12. The most important part of a picture map is

a) scale of miles b) legend (Key) c) latitude and longitude lines d) the equator.

13. On a picture map, +++++++ would probably be the symbol for

a) forest b) river c) railroad d) mountains

14. On a map scale, if one inch equals 100 miles, 4-1/2 inches would equal

a) 4-1/2 miles, b) 450 miles c) 400 miles d) none of these

15. A map scale of 1 inch = 1 mile would probably be found on a map of

a) the U.S. b) Cincinnati c) Ohio d) your school

16. To understand the meaning of a bar graph, you should first read the

a) top b) left side c) heading d) questions

17. On a bar graph giving the populations of six largest American cities, each line of population would probably be numbered in

a) millions b) thousands c) hundreds of thousands d) none of these.

18. Information such as temperature or rainfall that varies (changes) over a period of time in different places would probably be given best on a

a) line b) bar c) picture d) circle - graph

19. In a circle graph, the entire circle represents the concept of

a) total b) change c) partial d) none of these

20. The presence on a picture graph of only part of a picture means

a) there is a misprint b) only a part of whatever the symbol represents c) the person who made the graph is not sure of the information d) all of these

21. A chart is frequently easier to read than a graph because it

a) is written alphabetically (b) usually gives the exact information without using symbols c) does not include numbers d) contains only two items

22. Which of the following items is not found on a bus schedule?

a) time the bus departs b) price of the ticket c) time the bus arrives d) destination

23. A time line is a visual chart of

a) population b) precipitation c) dates d) mountain elevations

24. The white pages of a phone book are arranged alphabetically by

a) last name only b) first name only c) last name, followed by first name d)the numbers of the telephone exchange.

25. If there are two men named William Brown in the telephone directory, they will be alphabetized by

a) telephone number b) street name c) father's name d) middle initial.

26. If you do not follow directions on a machine-scored test, your answer usually

a) will be counted incorrect b) will be checked by a special expert c) will be counted correct d) all of these

27. When you are following directions to make something, you

a) should have your materials ready b) should read the directions c) should complete one step before going to the next d) all of these

28. Which one of these is not found in the library card catalog?

a) author card b) time card c) subject card d) title card

29. To locate information on "The Construction of Bridges," you could use the following card from the card catalog:

a) author card in "B" drawer b) title card in "T" drawer c) subject card in "T" drawer d) subject card in "B" drawer

30. In preparing a good report, keep in mind that

a) a long report is always better than a short one b) you should copy as much as possible from books c) it may be necessary to rewrite the report after you check it for errors d) all of these.

31. When you give an oral report,

a) choose an interesting subject b) speak calmly and clearly c) be prepared to answer questions d) all of these

32. Each word listed alphabetically in a dictionary is called

a (an) diacritical b) entry word c) inflection d) syllabication

33. Guide words in a dictionary show

a) pronunciation b) first two words on a page c) first and last word on a page d) inflections

34. Most of our textbooks are

a) fiction b) non-fiction c) biography d) autobiography

35. Which of the following is not usually found in a book of fiction?

a) title page b) publisher c) table of contents d) date of publication

36. An outline should

a) help you to organize a report b) be written after the report is completed c) include every tiny detail of your paper d) all of the above.

37. In order to take part in a social studies discussion, you must

a) speak very loudly to get everyone's attention b) interrupt others if this is the only way to get your point across c) connect your ideas with ideas presented by others in the group d) all of these

38. In reading to comprehend material in social studies, the best method is to

a) scan the entire article, then return to the beginning and read it completely b) read the article aloud, sentence by sentence c) skim the article, reading only paragraph headings d) ask someone to read the material to you.

39. Taking notes on written material

a) is really rewriting all of the material in your own handwriting

b) including the main points in a form that is easy for you

c) is a waste of time d) none of these

40. A good summary should be

a) very long b) detailed c) short, containing only main ideas d) the exact words of the book

41. Sequence means

a) current events b) a stated order of events c) predicting an outcome of a situation d) cause and effect relationship

42. The probable effect of over-exposure to sun is

a) because there was no rain b) the fact that the summer was very hot c) sunburn d) excessive rain and high humidity

43. The probable cause of an automobile accident could be

a) the driver would be in the hospital b) wet streets and high speed c) the driver could be sued d) the temperature was very high

44. A statement that can be proven is a

a) fact b) opinion c) reason d) conjecture

45. "There are seven days in a week" is

a) conjecture b) reason c) opinion d) fact

46. Which guide words would be on the dictionary page containing the entry word "measure"?

a) mass - mattress b) medicine - museum c) magazine-meanwhile d) meanwhile - medicine

47. Which of the following pieces of information would not be found in a dictionary?

a) pronunciation key b) meaning of an abbreviation

c) information about plurals of nouns d) weather reports

48. Which of the following could not be found in an encyclopedia?

a) tables and diagrams b) information about a famous person's life c) editorials d) information about countries

49. Which of the following would not be found in an almanac?

a) information about cities b) maps c) charts d) complete biographies

50. Which of these is arranged in alphabetical order?

a) table of contents b) a time line c) a set of directions

d) an index

Test Questions (#1)

Answer Key

1.	B
2.	C
3.	A
4.	B
5.	B
6.	B
7.	A
8.	A
9.	C
10.	C
11.	A
12.	B
13.	C
14.	B
15.	B
16.	C
17.	A
18.	A
19.	A
20.	B
21.	B
22.	B
23.	C
24.	C
25.	D
26.	A
27.	D
28.	B
29.	D
30.	C
31.	D
32.	B
33.	C
34.	B
35.	C
36.	A
37.	C
38.	A
39.	B
40.	C
41.	B
42.	C
43.	B
44.	A
45.	D
46.	D
47.	D
48.	C
49.	D
50.	D

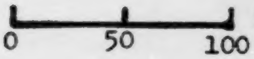
Test Questions (#2)

51. A map legend includes

a) names of the cities found on a map b) names of the countries found on a map c) glossary d) symbols found on a map

52. Another meaning for height above sea level is

a) elevation b) atlas c) legend d) symbol

53.  is an example of

a) a map legend b) a map key c) scale of miles

d) straight edge

54. Contour lines are a way of showing

a) legend b) rivers c) elevation d) time sequence

55. To find the meaning of a symbol on a map, the best place to look would be in a

a) scale of miles b) legend c) table of contents

d) glossary

56. Maps made especially to show elevation are known as

a) political maps b) physical maps c) guide maps

d) symbol maps

57. Another word for rainfall is

a) elevation b) coterininous c) precipitation

d) population

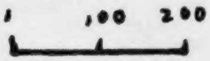
58. Weather maps can usually be found in

a) an atlas b) a newspaper c) a glossary d) a dictionary

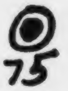
59. If a symbol showing only one compass direction is given on a map, that direction is probably

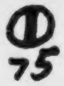
a) ↑ N b) ↓ S c) → E d) ← W

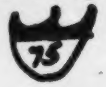
60. On a physical map, elevation is usually represented by:

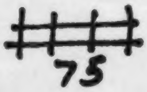
a) symbol ^ b) colors c) symbol .-.- d) scale of miles 

61. On a road map, the symbol for an interstate highway would probably be

a) 

b) 

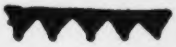
c) 

d) 

62. Another name for a person who predicts (forecasts) the weather is a

a) meteorologist b) toxicologist c) radiologist

d) physiologist

63. The symbol  (cold front) would most likely be found on a

a) physical map b) political map c) weather map

d) population map

64. Another name for lines of latitude is

a) verticals b) meridians c) elevations d) parallels

65. The Prime Meridian is an imaginary line running

a) from the north pole to south pole b) around the earth, east-west

c) parallel to lines of latitude d) parallel to the equator

66. A fast way to find the distance between New York and Chicago is to use a

a) physical map b) map key c) road mileage chart

d) political map

67. We receive much of our information about world events from

a) primary sources b) secondary sources c) ourselves

d) firsthand experience

68. Opinions are

a) always fact b) always false c) sometimes false

d) always true

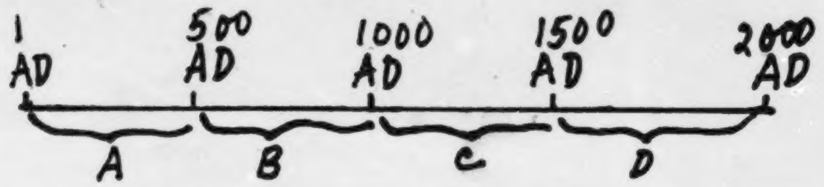
69. A fact is based on

a) proof b) belief c) hearsay d) statements

70. That there are 50 states is a/an

a) opinion b) cause c) effect d) fact

71.



In which bracket on the time line was the Revolutionary War fought?

a) ____ b) ____ c) ____ d) ____

72. We are living in

a) ancient times b) prehistoric times c) modern times

d) middle ages

73. Columbus came to America between the years of ________ A.D.

a) 400-1000 b) 1000-1600 c) 1600-2000 d) 100-400

74. The famous Egyptian pyramids were built in

a) modern times b) Middle Ages c) ancient times

d) time after Christ was born

75. The best category for the following Chicago, St. Louis, San Diego, Milwaukee is

a) states b) countries c) cities d) counties

76. Another member of this category Mexico, Brazil, France would be

a) Ohio b) North America c) United States d) Atlantis

77. The two divisions of Congress are the House of Representatives and

a) Supreme Court b) President c) judicial system

d) Senate

78. When you interview someone you should not have a/an _______ with you.

a) purpose b) notebook c) an appointment with you.

d) a friend

79. A good interviewer tries to make the person being interviewed

a) nervous b) angry c) uncomfortable d) comfortable

80. A political cartoon

a) is always funny b) usually has a serious purpose

c) is like a flow chart d) is found in a bibliography

81. Uncle Sam is used as a symbol for a

a) country b) river c) state d) problem

82. The main idea of a newspaper article can usually be found in the

a) editorial b) first paragraph c) front page d) conclusion

83. The editorial in a newspaper contains mostly

a) news b) opinion c) cartoons d) index

84. Which of the following is probably a cause-effect relationship?

a) hungry → saw a movie b) electricity off → thunder

c) dog barks → burglar enters d) out of gas → car stops

85. An effect must occur

a) before a cause b) after a result c) after a cause

d) none of these

86. Which of these could be an effect of pollution?

a) smoking b) energy crisis c) difficulty in breathing

d) healthy fish

87. The main idea (topic) of a paragraph is always

a) at the beginning of the paragraph b) in the middle of the paragraph c) at the end of the paragraph d) none of these

88. A flow chart

a) identifies time periods b) shows steps in a process

c) uses map symbols d) measures rainfall

89. Which does not belong in a report on Ohio?

a) Cleveland b) Columbus c) Dayton d) Detroit

90. A good way to show what is contained in a folder-project would be to include:

a) footnotes b) table of contents c) index d) glossary

91. The first step in writing a research paper is:

a) obtain some information b) write footnotes c) make an outline
d) write a conclusion

92. A bibliography is

a) like a dictionary b) a list of sources c) a glossary
d) an outline

93. When writing a paper, the best place to give credit for a source you have used is

a) in a flow chart b) in a graph c) in a footnote
d) in a time line

94. The most definite word in the list is

a) some b) twenty c) several d) more

95. A paragraph is not written to

a) describe b) confuse c) explain d) summarize

96. The main thought of a paragraph is usually found in the

a) conclusion b) subtopic c) topic sentence d) outline

97. Which of the following is not a good way to develop the main idea of a paragraph?

a) give examples b) give details c) tell a brief story
d) include a footnote

98. Where is the best place to find the meanings of words used in a textbook?

a) glossary b) key c) legend d) bibliography

99. Bibliographical information is included at the ____________ of a research paper.

a) beginning b) middle c) end d) outline of a research paper

100. Most newspapers put world news articles on the

a) front page b) editorial page c) coming events page
d) classified section

Test Questions (#2)

Answer Key

51.	D	76.	C
52.	A	77.	D
53.	C	78.	D
54.	C	79.	D
55.	B	80.	B
56.	B	81.	A
57.	C	82.	B
58.	B	83.	B
59.	A	84.	D
60.	B	85.	C
61.	C	86.	C
62.	A	87.	D
63.	C	88.	B
64.	D	89.	D
65.	A	90.	B
66.	C	91.	A
67.	B	92.	B
68.	C	93.	C
69.	A	94.	B
70.	D	95.	B
71.	D	96.	C
72.	C	97.	D
73.	B	98	A
74.	C	99.	C
75.	C	100.	A